

A CRITICAL ANALYSIS OF THE KANSAS PRIMARY SCHOOL
READERS.

by

LEWIS KEELER.

B.S. in Edu., K.S.T.C.

Hays, Kans. May 1916.

Submitted to the Department of
Education and Faculty of the
Graduate School of the University
of Kansas in partial fulfilment of
the requirements for the degree of
Master of Science.

Approved by:

F. P. O'Brien
Instructor in Charge

Raymond A. Schurzler
Head or Chairman of Department

June 5, 1925.

ACKNOWLEDGMENTS.

The writer takes this opportunity to express his appreciation of the interest and cooperation of the other members of the seminar group in this study, and to acknowledge his obligations to Dr. F. P. O'Brien, Dean Raymond A. Schwegler, and Prof. Paul A. Witty for their instruction, criticisms, suggestions, and encouragement which have made it possible for him to complete this study.

TABLE OF CONTENTS.

| Chapter. | Page. |
|--|-------|
| I. THE PROBLEM AND ITS DEVELOPMENT - - - - | 1. |
| II. ANALYSIS OF THE MATERIALS FOR READING INSTRUCTION IN THE KANSAS PRIMER, THE KANSAS FIRST READER, AND THE KANSAS SECOND READER. | |
| APPENDIX: | |
| TABULAR ARRAY OF THE VOCABULARIES. - - - - | 36. |
| WORD LISTS - - - - - | 80. |
| BIBLIOGRAPHY - - - - - | 93. |

A CRITICAL ANALYSIS OF THE KANSAS PRIMARY SCHOOL READERS.

CHAPTER I.

THE PROBLEM AND ITS DEVELOPMENT.

The purpose of this study is to analyze and evaluate certain primary school readers as text-books for the use of beginners in reading, using for this purpose scientifically determined criteria, or when these are not available, accepted practice. Specifically the problem is the evaluation of the Kansas Primer, the Kansas First Reader, and the Kansas Second Reader as text-books for use in the first and second grades of the public schools of Kansas.

So many questions have been raised by teachers, school administrators, committees for selecting text-books, and authors of text-books, regarding the instructional value of material found in primary reading text-books that the writer's attention was directed to the desirability of using scientifically determined criteria so far as they have been determined, to evaluate primary reading text-books.

This study was begun with an open mind as to the instructional value of the Kansas primary readers. These books were selected as subjects of this study because of the direct interest of the writer and the assumed interest of other Kansas teachers in the books used in the schools of Kansas. The fact was recognized from the beginning of the study that the series of reading text-books of which the subjects of this study are a part, might be replaced by some other series of readers selected by the State Textbook

Commission before this study was completed.

A study of the literature of the subject shows that more than 500 investigations in reading have been reported in the last 30 years but a careful analysis of this literature will show that the most that may be claimed for it is that a good start has been made in the right direction. Some of the past investigations have been directed to the study of the materials of instruction in primary reading. The writer has been unable to find specific, workable instructions for evaluating all such material but some progress has been made in almost every phase of primary reading. In most cases where satisfactory scientific investigations have not been concluded data are available which show the recognized practice in primary reading instruction.

In the studies of reading reviewed by the writer no instance was found of the application of a complete technique for the evaluation of the materials for reading instruction, to the materials of a specific reading text-book.

Books purporting to furnish instructions for "Measuring^{*52} text-books" (Spaulding) or for "The Selection of Textbooks"³⁹ (Maxwell) are somewhat disappointing because they deal only with general principles but give no method for determining the presence of the elements in the reading material upon which the principles are based. e.g. Spaulding lists ten items as "Serving Reading Objectives". The first item is "Adequate, simple, and effective plan for the teaching of phonics". No instructions are given for determining the

* See Bibliography in the Appendix.

merit of a plan that might be offered for teaching phonics. Maxwell's "Selection of Textbooks" is also subject to the criticism just referred to.

⁶⁵
Uhl's book "The Materials of Reading", published in 1924, came to the writer's attention just in time for consideration for this study. This is the only study the writer has found that presents reports of the investigations of the materials of reading with a view of setting up standards to be applied in selecting reading materials. The plan for evaluating reading materials proposed by Uhl ⁶⁴ "requires a consideration of each of the important features of the reading materials". Since the method of evaluating each feature of ⁶⁵ the reading material is described in detail, Uhl has offered fairly complete criteria for "selecting and organizing materials" for all the elementary grades.

⁶⁵
The writer has found Uhl's plan for rating "provisions for interests through which the level of pupil's reading can be raised" difficult to apply because of the composite character of the "joy-creating qualities" used in scoring these these provisions. In the present study an attempt is made to use more elementary qualities for this purpose.

⁶⁴
The plan for "The grading of the material" offered by Uhl has proved difficult to apply because there are several elements that determine the difficulties of each of the standard selections used in grading the material for difficulty. In this study an attempt is made to use more elemental criteria for evaluating the difficulty of the selections.

A review of the history of primary reading text-books from the origin of the primer in 1294 and the New England primer in 1701 to the present time revealed no scientific study related to the study of reading text-books until about 1900.

John Dewey published "The Psychology of Infant Language" in 1894. A number of definite studies of children's vocabularies have been made during the succeeding years. These studies have contributed immensely to our knowledge of the words which children use and understand. Gerlach reports the following studies of the vocabularies of children of pre-school age: Kirkpatrick 1891. Tracy 1893, Gale 1902, Whipple 1909, Lagenbeck 1915, Beyer 1915-16, George C. and Mrs. Brandenburg 1916.

Another type of study has more recently contributed information concerning vocabularies used by certain groups of children under specific conditions. The following studies are of this kind: W. Franklin Jones "A Concrete Investigation of the Material of English Spelling", Ernest Horn and Mrs. Ernest Horn's Studies of vocabularies of pre-school age, P.C. Packer's study of "The vocabularies of first grade children", and Edward L. Thorndike's "Teacher's Word Book".

Comparative studies of primers (first books), first readers, and second readers are reported by Selke and Selke, J.L. Packer, E.T. Housh, respectively.

Studies which deal with the kind and classification of reading material appropriate to different grades have been made by Starch in "The Content Of Readers", by Uhl in "The Scientific Determination of the Content of the Elementary School Course in Reading", by Fannie W. Dunn in "Interest Factors in Primary Reading Materials", by Grant and White in "Reading Interests Compared With Common School Readers", by Jordan in "Children's Interests in Reading", and by Vinal in "First Grade Readers".

The writer has not found very definite studies of what kind of illustrations are most appreciated by children. Tanner and Huey each report some observations and suggestions. Gates reports a study of the illustrations of first books (primers and first readers).

Horn, Huey, and Bamberger report the work already done in the study of binding, typography, and the arrangement of material.

Studies of principles and methods of teaching reading to beginners are reported by W.S. Gray in "Remedial Cases in Reading"; Their Diagnosis and Treatment"; in "A Modern Program of Reading Instruction for Grades and High School"; and "Reading in the Elementary Schools of Indianapolis"; by Louise F. Specht in "A Kindergarten-First-Grade-Curriculum"; by Huey in "The Psychology and Pedagogy of Reading"; by Francis Jenkins in "Development of a Meaningful Vocabulary and of Independence in Word Recognition"; by Gates in "Problems in Beginning Reading"; by Thorndike in "The Teacher's Word Book"; by W.A. Smith in "The Reading Process";

56
and by J.S.Taylor in "Principles and Methods in Teaching Reading".

39 52
Maxwell in "The Selection of Textbooks" and Spaulding in "Measuring Textbooks" give general principles governing the selection of text-books. In "Appropriate Materials for Instruction in Reading" 26 Horn recommends the types of materials which seem most likely to facilitate the accomplishment of the purposes set up in the other sections of the (24th. N.S.S.E. Pt. I.) yearbook .

Two standard vocabularies for evaluating reading vocabularies are available, "The commonest words in the Spoken Vocabularies of Children up to and Including Six Years of Age" by Ernest Horn and "The Teacher's Word Book" by Edward 26 L.Thorndike. 57,58 The latter is an alphabetical list of 10,000 words derived from 41 different sources which make a total of 4,565,000 running words. These 10,000 words are each given credit numbers according to their importance as indicated by the number of times they are used in the sources investigated. These credit numbers determined by Thorndike range from 211 for the most frequent words to 3 for the least frequent words in the list.e.g. The word 'in' has a credit number of 211, 'hobble' and 'monastery' have credit numbers of 3 each.

So far as the writer knows this list is the best means of indicating the importance of words when rated according to their general frequency in use.

The former of the two vocabulary studies named is made up of words from three separate investigations of children's

vocabularies, viz. Ernest Horn's Studies of the "Spoken Vocabularies of Eighty Children Varying in Age from One to Six Years", Mrs. Ernest Horn's of "The Spoken Vocabularies of Kindergarten Children", and P.C.Packer's study of "The Spoken Vocabularies of First Grade Children". This composite list is recommended by Horn as a competent measure of vocabularies of beginners' reading books.

26

Children's interests in reading are discussed by Horn,
 24 53 64 15 13 20
 Haggerty, W.A.Smith, Uhl, Gates, Field, Gray, Grant and
 21 53 65 63 1 38 45 41
 White, Taylor, Tanner, Tyler, Arnold, Lang, Parker, McMurray,
 37 28 12
 Klapper, Jenkins, and Dunn.

60

Chapter Five of the "Third Yearbook of the Department of Superintendence" of the N.E.A. and "The Twenty-fourth Yearbook of the National Society for the Study of Education" Part I. both of which deal with reading, have been invaluable to the writer in the present analysis since they were published and became available at the time when most of the material for this study had been collected.

CHAPTER II.

ANALYSIS OF THE MATERIALS FOR READING INSTRUCTION
IN THE KANSAS PRIMER. THE KANSAS FIRST READER. AND
THE KANSAS SECOND READER.

Apparently there is agreement now that a period of preliminary training of a half year or more should precede the child's introduction to formal reading. This training is expected to insure to the child an adequate oral vocabulary, free oral expression, and a sufficient fund of general knowledge. In addition, during the preliminary training period, the child is expected to learn to recognize 50 or more of the commonest words and to read short selections of his own composition. A time period, separate from the regular reading period should be set aside for training the child in oral vocabulary, language, and general knowledge.

The chief problem for the child during the next two years is the mastery of the mechanics of reading.

The mastery of the mechanics of reading involves:

- A. Ability readily to associate meanings with symbols of word and sentence construction.
- B. Ability to handle the book properly in turning the pages and while reading.
- C. A knowledge of the purposes and uses of the title, contents, pictures, and page numbers.
- D. Fixing right habits of study, eye movements, and accurate interpretation.
- E. Correct enunciation and expression.
- F. The ability independently to pronounce words and find their meaning both through the context and by use of the dictionary.

Learning to master the mechanics of reading is a difficult process in itself. In order to simplify and expedite the task of learning to read, the materials used should be developed from the child's natural interests. Until the mastery of the mechanics of reading is well under way the reading material should be based upon, and composed of words within the child's oral vocabulary. Reasonable allowance should be made for growth of vocabulary and interests.

The Kansas Primer was adopted by the Kansas State Textbook Commission Nov. 4 - 1913 and was first used in 1914-15. The adoption was perpetual, which means that the book may be used indefinitely or may be discontinued by the commission at any time. This also applies to the five readers in the series adopted. The Kansas First Reader and the Kansas Second Reader were written by J.W. Searson, G.E. Martin, and Miss Achsah May Harris for the Kansas State Textbook Commission and were adopted Jan. 10 - 1916 and first used in 1917-18. The primer was written by Anna W. Arnett as a separate unit. The first reader was written to articulate with the primer which was previously adopted.

This is the eleventh year that the Kansas Primer has been in use in the schools of Kansas and the eighth year for the Kansas Readers. It is only fair to say that the authors in a letter to the writer acknowledged that the Kansas Readers are in need of some revision.

The reading material of the Kansas Primer, the Kansas First Reader, and the Kansas Second Reader have been analyzed in this study :

- A. According to the extent to which provision is made for the types of material that are of interest to the children who are to use each of these books.
- B. According to the degree to which they provide for vitalized natural interests in the reading material.
- C. According to the provisions made "for interests through which the level of the pupil's social life can be raised".
- D. According to the opportunities for the child to learn to read within the scope of his oral vocabulary.
- E. According to the extent to which the illustrations are appropriate for assisting in the comprehension of the content read.
- F. According to how effective are the aids for the teacher and pupils in the use of materials in the books.
- G. According to such provision as the appropriate length of line, the type, leading, and quality of paper.
- H. According to the appearance, construction, and economy in cost of the text-books.

The writer has classified the reading lessons of each of the three Kansas primary readers as to types of composition included, and in the order that these types of composition interest young children. The latter is based on his interpretation of other investigations in this subject.^{12, 1, 20, 21, 55, 67.}

These types are: (a) narration, (b) literature ('real' or 'true to nature'), (c) poetry, (d) unorganized material, and (e) literature ('unreal'). The last two types are regarded as of low or negative value in general for use in primary reading text-books.²¹

'Narration' includes such material as coherent stories involving experiences, descriptions, and dialog.

'Unorganized material' includes series or collections of somewhat isolated statements, exclamations, and conversations which lack coherent form and unity of theme.

Primary reading text-books should contain material that corresponds to the child's stage of mental maturity and development. With this point in view such material as "May, see, see! The swing, the swing! Come let us swing. You take Dolly Ruth. I shall swing you." as found in the Kansas Primer, page 26, must certainly seem 'unreal' and unlike any normal expressions used by children, therefore they are probably low in interest value for them.

The table that follows shows a distribution of the different types of reading material found in each of the three Kansas primary readers, with the number of lessons and the number of pages devoted to each type.

TABLE NO.1.

DISTRIBUTION OF THE TYPES OF READING MATERIAL IN THE THREE KANSAS PRIMARY READERS.

| Types. | Primer. | | First Reader. | | Second Reader. | |
|---------------------|----------|--------|---------------|--------|----------------|--------|
| | Lessons. | Pages. | Lessons. | Pages. | Lessons. | Pages. |
| Narration | 5 | 10 | 16 | 51 | 10 | 40 |
| Literature (Real) | 3 | 6 | 8 | 37 | 9 | 23 |
| Poetry | 4 | 7 | 55 | 51 | 78 | 73 |
| Unorganized | 52 | 70 | 3 | 4 | 2 | 3 |
| Literature (Unreal) | 3 | 23 | 10 | 30 | 17 | 67 |
| Totals | 66 | 116 | 92 | 173 | 116 | 206 |

Table No. 1 shows that the Kansas Primer contains five lessons of narrative reading material occupying ten pages, three lessons classified here as 'real' or 'true to life' literature occupying a total of 6 pages, and 4 lessons of poetry or jingles, occupying 7 pages, making an aggregate of 12 lessons of presumably interesting types of reading material and comprising 23 pages of the primer.

There are also 52 lessons of what may be called unorganized reading material occupying 70 pages, and 3 lessons of 'unreal' literature occupying 23 pages, making a total of 55 lessons of uninteresting types of reading material which gives an aggregate of 93 pages of the Kansas Primer. This means that 86 percent of the pages of reading material of the Kansas Primer is classed as not interesting or of doubtful interest to young children for whom the text is intended.

Table one also shows that the Kansas First Reader contains 16 lessons of narrative reading material occupying 51 pages, eight lessons classed as 'real' or 'true to life'

literature occupying 37 pages, and 55 poems occupying 51 pages, making a total of 79 lessons of interesting types of reading material occupying 139 pages of the Kansas First Reader. The unorganized material and 'unreal' literature occupy 34 pages or 20 percent of the content in the Kansas First Reader.

A question may be raised as to the propriety of devoting 51 pages to poetry in view of its reputed low interest value to young children¹². If poetry is counted as also of doubtful interest value, then 72 percent of the pages of reading material in the Kansas First Reader is of types of doubtful or negative interest to young children.

The same table shows that the Kansas Second Reader contains a total of 97 lessons or 136 pages of 'interesting' reading material. This book also contains 70 pages or 34 percent of 'unorganized' or 'unreal' reading material.

The question may again be raised as to the propriety of devoting 35 percent of the pages of the book to poetry. If the poetry presented in this book is counted as mainly of doubtful interest value, then close to 69 percent of the pages of reading material in the Kansas Second Reader is of doubtful or negative value to the children who read it.

That the content must be within the child's comprehension and interest is stated in one form or another by practically all writers on primary reading. By fully recognizing Dunn and Uhl have undertaken to select and classify the interests of children without apparently fully recognizing that the interests they list are frequently derived from

several sources, and usually include at least interest pertaining to 'subjects' and 'situations'. The skill of the author in selecting subjects and in creating interesting situations pertaining to the subjects used, taken together, probably determine in a large measure, the general interest ¹² the story creates. Dunn recognizes that two interests may have opposite tendencies and so offset each other. It seems probable that at least part of the investigations reported deal with combinations of interests rather than with single interests.

In analyzing the reading lessons in the three Kansas primary readers the writer found that either 'animals', 'children' or 'adults' were subjects in practically all the lessons. Frequently two or more of them occurred as subjects in the same lesson. Practically every lesson included also some 'inanimate' subjects. Many lessons also contain more than one type of situation. Then the question arose- 'Do all subjects and situations mentioned in the lesson contribute to the interest in the lesson?' The answer seems to be, 'Yes, if they are associated in a natural manner and are readily understood by the child.'

The writer does not mean to say that interest in reading material depends entirely upon the number of subjects and situations introduced, because the skill used in associating subjects and situations plays an important part in developing interests as do also a number of other factors that will not be discussed here. However the reports of investigators seem to show that certain types of subjects and situations ^{12, 15, 21} tend to insure interest in reading material: For this reason the analysis made here of the interest elements in the

material in the three Kansas primary readers is based upon the number of types of 'subjects' and 'situations' which are introduced in the reading lessons in these books.

The writer has checked all the types of 'subjects' and 'situations' found in each lesson in each of the books in this study*. e.g. 'boys', 'animals', and 'inanimate objects' might be the 'subjects', and 'liveliness' and 'surprise' the 'situations' in a given lesson. In this case each of the three 'subjects' and the two 'situations' would be counted as interest factors in this lesson.

It was by no means easy to identify the subject theme in some of the poems.

Table No. 2 shows the different types of 'subjects' found in the reading material in these readers, arranged in the order of interest presented by Dunn.¹² It also shows the number of lessons in which they are found, and the number of pages in these lessons. The classifications are not mutually exclusive by lessons as two or more types may be found in one lesson.

* A few of the 'subjects' and 'situations' listed here were suggested to the writer in Dunn's "Interest Factors in Primary Reading Material". The 'subjects' and 'situations' used in this analysis are those found by the writer in the reading material analyzed.

TABLE NO.2.

DISTRIBUTION OF THE TYPES OF 'SUBJECTS' FOUND IN THE
READING LESSONS OF THE THREE KANSAS PRIMARY READERS.

| Subjects. | Primer. | | First Reader. | | Second Reader. | |
|------------------|----------|--------|---------------|--------|----------------|--------|
| | Lessons. | Pages. | Lessons. | Pages. | Lessons. | Pages. |
| Animals | 41 | 68 | 32 | 95 | 38 | 95 |
| Boys | 57 | 84 | 34 | 64 | 29 | 74 |
| Girls | 52 | 74 | 34 | 73 | 22 | 40 |
| Adults | 17 | 69 | 14 | 35 | 19 | 64 |
| Inanimate things | 44 | 43 | 84 | 170 | 103 | 203 |

Table No. 2 shows that the distribution of types of subjects in the three Kansas primary readers does not follow the order stated by Dunn. 'Boys' and 'girls' lead in frequency in the number of pages in the primer, with 'animals' second, and 'inanimate things' third. In the first reader and second reader 'inanimate things' leads in frequency in both lessons and pages, and 'animals' occupies second place in frequency of occurrence in number of pages in both the first and second readers. As the lessons increase in length there is a tendency for them to contain more varied types of subjects.

It may be assumed that reading lessons having many related subjects and situations tend to make a strong appeal to the interests of children. The next table shows the number of lessons that contain one, two, three, or more types of subject matter in the three Kansas primary readers.

TABLE NO. 3.

THE FREQUENCY OF TYPES OF 'SUBJECTS' PER LESSON IN THE THREE KANSAS PRIMARY READERS.

| | No. of different types in same lesson. | | | | |
|-----------------------|--|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 |
| Primer lessons | 5 | 11 | 26 | 21 | 3 |
| First Reader lessons | 25 | 34 | 23 | 3 | 2 |
| Second Reader lessons | 66 | 15 | 28 | 4 | 1 |

The paucity of subjects in the first reader and second reader may be attributed to the large number of short poems in these two books.

In the next table the writer has presented the types of 'situations' found in the reading lessons in the three Kansas readers. They are arranged as nearly in the order of their appeal to the interests of children as could be determined from the various studies of children's interests in 12, 21, 27, 32 reading. This table also shows the number of lessons and pages in which these types of 'situations' occur.

TABLE NO. 4.

DISTRIBUTION OF THE TYPES OF 'SITUATIONS' THAT MAY CONTRIBUTE TO THE INTEREST OF READING LESSONS FOUND IN THE THREE KANSAS PRIMARY READERS.

| Types of situations. | Primer. | | First Reader. | | Second Reader. | |
|----------------------|----------|--------|---------------|--------|----------------|--------|
| | Lessons. | Pages. | Lessons. | Pages. | Lessons. | Pages. |
| Surprise | 6 | 24 | 22 | 73 | 26 | 94 |
| Anticipation | 5 | 15 | 24 | 86 | 20 | 64 |
| Disappointment | 3 | 12 | 22 | 85 | 22 | 63 |
| Liveliness | 53 | 106 | 34 | 95 | 31 | 71 |
| Conversation | 57 | 120 | 47 | 131 | 26 | 93 |
| Satisfaction | 4 | 16 | 10 | 41 | 18 | 48 |
| Humor | 4 | 17 | 17 | 42 | 24 | 54 |
| Imagery | - | - | 3 | 10 | 41 | 46 |

The succeeding table shows the number of lessons in the three readers that contain 0, 1, 2, or more types of situations.

TABLE NO. 5.

FREQUENCY OF TYPES OF 'SITUATIONS' PER LESSON IN THE THREE KANSAS PRIMARY READERS.

| | No. of different types in same lesson. | | | | | | | | | |
|-----------------------|--|----|----|----|----|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Primer lessons | - | 11 | 46 | 4 | 1 | 3 | 1 | - | - | - |
| First Reader lessons | 12 | 40 | 13 | 6 | 6 | 7 | 7 | 1 | - | - |
| Second Reader lessons | 27 | 32 | 23 | 12 | 15 | 3 | 2 | 1 | - | 1 |

'Liveliness' and 'conversation' comprise 83 percent of the total number of types of situations found in the primer lessons, and 73 percent of the pages. These two types of situations occur generally in the same lessons. The same tendency for these two types to predominate seem to prevail in the first reader but not to such a degree.

If the number of 'situations' presented in a lesson is any indication of the interest developed, the 9 lessons in the primer having from 3 to 6 types of situations suggest a marked contrast to the 57 lessons having only one or two types of situations. A greater contrast exists between the 21 lessons having from 3 to 7 types of situations and the 65 lessons having from 0 to 2 types in the first reader. Or the 34 lessons in the second reader having from 3 to 9 types of situations and 82 lessons having from 0 to 2 types.

'Surprise' and 'conversation' are the dominating situations in the pages of the second reader. 'Imagery' and 'liveliness' occur in the greater number of lessons because

these occur almost to the exclusion of other situations in the short poems which are so numerous in this book.

Literature and the longer narratives contain the types of situations that appear to be rated highest in interest value.

Table No. 6 shows the elements in the reading lessons in the Kansas primary readers that seem useful for improving the child's social relations*. It also shows the number of lessons and the number of pages in which these elements occur.

TABLE NO. 6.

DISTRIBUTION OF THE 'SOCIAL ELEMENTS' FOUND IN THE KANSAS PRIMARY READERS.

| Social elements. | Primer. | | First Reader. | | Second Reader. | |
|------------------|----------|--------|---------------|--------|----------------|--------|
| | Lessons. | Pages. | Lessons. | Pages. | Lessons. | Pages. |
| Kindness | 1 | 13 | 9 | 27 | 15 | 33 |
| Bravery | - | - | 1 | 2 | 1 | 2 |
| Patriotism | 2 | 2 | 3 | 3 | 1 | 1 |
| Religion | 1 | 3 | 2 | 2 | 3 | 2 |
| Affection | 5 | 12 | 5 | 11 | 8 | 15 |
| Duty | 1 | 3 | 9 | 18 | 10 | 15 |
| Honesty | 2 | 3 | - | - | 2 | 7 |
| Politeness | - | - | - | - | 1 | 4 |
| Gratitude | - | - | - | - | 6 | 4 |

The presence of expressions of worthy sentiment and social ethics by means of which children are subconsciously directed to higher social levels is generally conceded to be a factor that contributes to the social worth of reading material.

The writer has found no attempt to evaluate these factors. Educators concede that they are very susceptible of development through direct and indirect teaching,

* Uhl, "The Materials of Reading" Ch.XIV. Page 376.

especially during the primary school age. Considering the value of such training a question may be raised as to the adequacy of such material as that provided by the Kansas primary readers.

Data relative to the vocabularies employed in the Kansas Primer, the Kansas First Reader, and The Kansas Second Reader presented in the Tabular Array on page are:

1. The words of the Kansas primary readers arranged in alphabetic order in the first column.
2. The credit number of words found in the Thorndike word list is placed in the second column.
3. An(*) asterisk in the third column indicates that the word to which it refers occurs in "Horn's List of the Commonest Words in the Spoken Vocabulary of Children Up to and Including Six Years of Age"
4. The fourth column shows the number of times the word occurs in the Kansas Primer.
5. The fifth column shows the number of times the word occurs in the Kansas First Reader.
6. The sixth column shows the number of times the word occurs in the Kansas Second Reader.
7. The seventh column shows the total number of times the word occurs in the three books.

Note. The form of words produced by adding or omitting the letter 's' are counted together in this analysis. e.g. 'book' and 'books', 'work' and 'works'.

TABLE NO. 7.
DISTRIBUTION OF THE FREQUENCIES OF THE WORDS WHICH
COMPOSE THE VOCABULARIES OF THE THREE KANSAS PRIMARY
READERS.

| Scale of frequencies. | Number of words. | | | Cumulative totals. | | |
|--------------------------|------------------|--------|---------|--------------------|--------|---------|
| | Primer. | First. | Second. | Primer. | First. | Second. |
| 151-1520 | 4 | 8 | 27 | 1034 | 2265 | 5795 |
| 141- 150 | 2 | 1 | 2 | 295 | 143 | 294 |
| 131- 140 | 0 | 1 | 1 | 0 | 132 | 136 |
| 121- 130 | 0 | 1 | 1 | 0 | 125 | 128 |
| 111- 120 | 1 | 0 | 3 | 112 | 0 | 350 |
| 101- 110 | 1 | 0 | 5 | 109 | 0 | 526 |
| 91- 100 | 1 | 0 | 5 | 99 | 0 | 467 |
| 81- 90 | 0 | 10 | 12 | 0 | 845 | 1007 |
| 71- 80 | 6 | 2 | 5 | 445 | 144 | 381 |
| 61- 70 | 6 | 3 | 8 | 392 | 193 | 521 |
| 51- 60 | 1 | 11 | 19 | 56 | 590 | 847 |
| 41- 50 | 14 | 13 | 29 | 623 | 577 | 1006 |
| 31- 40 | 16 | 27 | 28 | 558 | 963 | 963 |
| 21- 30 | 19 | 52 | 69 | 465 | 1308 | 1693 |
| 11- 20 | 77 | 99 | 149 | 1180 | 1482 | 2182 |
| 1- 10 | 299 | 856 | 1535 | 1230 | 2489 | 4231 |
| Totals | 447 | 1084 | 1866 | 6597 | 11656 | 20047 |

Sixty-seven percent of the words(299) in the words in the primer, seventy-nine percent of the words (856) in the first reader, and eighty-two percent of the words (1866) in the second reader are used from 1 to 10 times.

Two hundred-ninety-one words are common to the three books. Fifty-two words are found only in the primer. Sixty-one words are found only in the first reader.

There are 1181 words that are used less than 10 times each and that occur in only one of the books. There are 735 words that are used only once in the three books.

The question of the number of times words should be used in a primary reading text-book involves many considerations. For the purposes of this study the child's need of the word will receive special attention. If only words for which the child has immediate use are included in the

reading books, bonds which exist facilitate learning them and even if the word appears infrequently in the book such drill as is necessary for recognition is justified.

SUMMARY OF THE RESULTS OF THE ANALYSIS OF THE VOCABULARIES OF THE THREE KANSAS PRIMARY READERS.

An analysis of the vocabularies of the three Kansas primary readers as shown in table 7 indicates that there are:

- A. 447 different words in the Kansas Primer.
- B. 1084 different words in the Kansas First Reader.
- C. 1866 different words in the Kansas Second Reader.
- D. 3397 different words in the three Kansas primary readers.
- E. 6597 running words in the Kansas Primer.
- F. 11656 running words in the Kansas First Reader.
- G. 20047 running words in the Kansas Second Reader.
- H. 39300 running words in the combined vocabularies.

A comparison of the vocabularies of the Kansas primary readers with the vocabularies of readers of corresponding grade in other studies was also attempted here merely to show the general status of the Kansas readers. Comparisons with other reading text-book vocabularies may not measure the value of the Kansas reading books except in so far as a consensus of opinion may tend in that direction, because no reading text-book has been accepted as a standard.

From data derived from the preceding analysis of the vocabularies of the Kansas primary readers one is enabled to make comparisons of the number of different words in the vocabularies, and the number of words of various frequencies in these books with similar data found in studies of books of corresponding grade.

Selke and Selke analyzed the vocabularies of twelve primers in common use. Table No. 8 compares some facts concerning the numbers of ^{different} words in these two vocabularies studied.

TABLE NO. 8.

COMPARISON OF THE VOCABULARIES OF TWELVE PRIMERS
WITH THE VOCABULARY OF THE KANSAS PRIMER.

| Book. | No. of words in vocabularies. | Percent used under ten times. | Percent used only once. |
|----------------------|-------------------------------|-------------------------------|-------------------------|
| 12 Primers - Range | 157-630 | Range 28-78 | Range 3-34 |
| | Med. 411 | Med. 65 | Med. 16 |
| Kan. Primer - Actual | 447 | Actual 60 | Actual 19 |

J.L. Packer made a study of the vocabularies of ten first readers in common use. Only the combined vocabulary is reported. Table No. 9 compares the data obtained from Packer's study with similar data obtained from the analysis of the Kansas First Reader.

TABLE NO. 9.

COMPARISON OF THE VOCABULARIES OF TEN FIRST READERS
WITH THE VOCABULARY OF THE KANSAS FIRST READER.

| Books. | Different words. | Percent used under 5 times. | Percent used once. |
|-------------------|------------------|-----------------------------|--------------------|
| Ten First Readers | 3541 | 57.8 | 30. |
| Kan. First Reader | 1084 | 60 | 34. |

The report of Housh's analysis of the vocabularies of ten second readers states only the number of words used one two, and three times, and the percent these words are of the vocabularies of each book.

TABLE NO.10.

COMPARISON OF THE VOCABULARIES OF TEN SECOND READERS
WITH THE VOCABULARY OF THE KANSAS SECOND READER.

| | No. of words in vocabularies. | Percent used once. |
|--------------------------------|----------------------------------|---------------------------------|
| Ten second readers - - - - | (Range 1468-1902 Med. 1596) | Range 21.66-43.47 Med. 34.07 |
| Kans. Second Reader - - - - | Actual 1084 | Actual 37 |

The Kansas Primer contains 36 more words than the median number of words in the ten primers in the study of Selke and Selke. It has a 5 percent lower rate of words used under 5 times, and a 3 percent higher rate of words used only once.

The Kansas First Reader contains 2.2 percent higher rate of words used under 5 times than are used in the total vocabularies of ten first readers in Packer's study, and a 4 percent higher rate of words used only once.

The Kansas Second Reader contains two thirds of the median number of words of the vocabularies of ten readers in Housh's study, and 2.7 percent higher rate of words used only once.

Word list No. 1 page 80, shows the words common to ten second readers²⁵ in Housh's study. All but 12 of these words are found in the combined vocabularies of the three Kansas primary readers; All but 17 in the second reader; and all but 62 in the First reader. (See Tabular Array page 36). Housh's list contains 96 of the first 100 of the Thorndike list, and 82 percent of the Housh list are in the first 500 of the Thorndike list.

The first 100 words in the Thorndike word list are presented in Word List No. 2, page 83. Both the credit number of each word and its frequency in each of the three primary readers is shown. These credit numbers range from 49 to 211. Eighty-three of these words are found in the primer, 93 in the first reader, and 100 in the second reader. The importance of these words is shown by the fact that these words and their repetitions make almost exactly 50 percent of the running words of the three books. The purpose of Table No. 11 is to indicate the general relation of the vocabularies of the three Kansas primary readers to the two standard vocabularies by which they are to be measured.

TABLE NO. 11.

DISTRIBUTION OF THE VOCABULARIES OF THE THREE KANSAS PRIMARY READERS AND THE HORN WORD LIST ACCORDING TO THE RATINGS OF THE THORNDIKE WORD LIST.

| Book. | Vocabulary. | In first 100 | In first 500 | Not in Thorn- dike list. |
|--------------------|-------------|-----------------|-----------------|-----------------------------|
| Kans. Primer | 447 | 93 | 221 | 18 |
| Kans. First Read. | 1084 | 98 | 375 | 31 |
| Kans. Second Read. | 1366 | 100 | 446 | 84 |
| Horn list | 1012 | 92 | 418 | 34 |

Comparison of the vocabularies of the primary readers, evaluated according to the Thorndike word list, (See Tabular Array of the Vocabularies, page 36) shows that with the exception of unusual and made-up words such as are frequently found in poetry, fables, and folk stories (See also word list No. 3 and 4, pages 85, 86) practically all the words in these vocabularies are found in the Thorndike word list.

The bulk of the increment in vocabulary of the second reader above the vocabularies of the primer and first reader consists of additional forms of words already introduced in the primer and first reader. The remainder of the increment are chiefly proper names and words introduced in literature and poetry.

Word list No. 3 was arranged as an aid in identifying the words of low Thorndike rating and in selecting the lessons which contain this type of words.

TABLE NO. 12.

DISTRIBUTION OF THE WORDS IN WORD LIST NO. 3.

| | Number of times used. | | | | Total |
|----------------|-----------------------|--------|---------|----------|-------|
| | 1 | 2 to 5 | 6 to 10 | 11 to 59 | |
| No. of words - | 73 | 46 | 13 | 9 | 141 |

This table indicates that the combined vocabularies of the three Kansas primary readers have 141 words which are rated below 10 in the Thorndike list, of these 73 are used once, 46 are used from 2 to 5 times, thirteen are used from 6 to 10 times, and 9 are used from 11 to 59 times in the three readers.

A check of these words shows that 71 percent of them are obtained from literature and poetry.

The 121 words used in the Kansas primary readers that are not found in the Thorndike word list are shown in word list 4 (page 86) and the distribution of these words according to their frequencies is shown here.

TABLE NO. 13.

DISTRIBUTION OF THE WORDS IN WORD-LIST NO.4.

| Book. | Number of times words are used. | | | Total. |
|---------------|---------------------------------|--------|-----------|--------|
| | 1 to 5 | 6 to 9 | 10 to 327 | |
| Primer | 14 | 3 | - | 17 |
| First Reader | 15 | 2 | 5 | 22 |
| Second Reader | 65 | 9 | 7 | 82 |

The writer found that with only a few exceptions these words occur in poetry, folk stories, or fables, and that the more fanciful and unreal selections are the most fruitful sources of words not found in the Thorndike list.

58

According to Thorndike's statement in "Word Knowledge" the Thorndike word list is based partly on words found in school readers in common use, and very largely upon literature written for adults. For these reasons many of the words beyond the first 500 in the Thorndike list and apparently near 100 of those included in the first 500 of the list do not belong in the natural oral vocabularies of beginners in reading. The Kansas First Reader contains only 375 of these words and the Horn list contains only 418 of them. In addition to the distinctly new words that are not included in the child's oral vocabulary, the Thorndike word list includes many variants along with the simple form of the word. This adds materially to the actual number of words included in the first 500 that, according to investigations,²⁶ are used infrequently or not at all by young children.

Although the Thorndike word list is valuable as a guide in studying more advanced vocabularies of elementary school

children, and of some value in studying primary reading vocabularies, the list is too mature to use in evaluating the vocabularies of reading books to be read by children in the first grade.

The Horn list of "The Commonest Words in the Spoken Vocabularies of Children Up to and Including Six Years of Age" included chiefly those words used by children of the first grade. A study of table No. 11 on page 26 will show that these words are rated high in the Thorndike word list. The Horn list contains 98 words of the first 100, and 418 words of the first 500 words in the Thorndike list. Only 34 of the 1012 words of the Horn list are not included in the Thorndike list. Thus it appears that the two standards are fairly coordinate so far as the Horn list extends.

The vocabularies of the Kansas Primer and the Kansas First Reader are combined in this study, for comparison with the Horn list because they represent the vocabularies of text-books intended for use by six-year-old children. Word list No. 5 contains all the words of the Kansas Primer and first reader not found in the Horn list, showing the number of times each word is used in the two books. An asterisk (*) is placed after each primer word. This list shows that there are in the primer and first reader an aggregate of 467 different words. This is exclusive of 40 proper names that are not found in the Horn list. (See Word list No. 5, page 88). Of these words 241 are used only once, while 111 are used 2, 3, or 4 times each.

This list shows that 110 words in the primer, or one out of 4 of the different words used, are not found in the Horn list, and accordingly are probably not ordinarily used by children in the first grade. A check of the Horn list shows that it contains 748 words not in the Kansas Primer. In other words 26.1 percent of the Horn list are used in the primer. The Kansas First Reader contains 397 words, or one in less than 3 of the different words that are not found in the Horn list, and accordingly are not ordinarily used by children in the first grade. A check of the Horn list shows that the Kansas First Reader contains 56.12 percent of the words in the Horn list.

Some words not found in the Horn list are given undue importance by being used many times. e.g. Billy-Goat-Gruff is used 21 times; coo 13 times; Drunkin 12 times; lambkin 22 times; moo 26 times; fox 32 times; troll 29 times; and oh 43 times.

An example of overmature words (words not in the Horn list) used in poetry is found in the first lesson in the second reader. Eleven of these words occur in this lesson only once, ten of them occur only once in the three readers, two are not found in the Thorndike list, the remaining 9 are rated in this list from 7 to 59. The words are: army, plumes, guns, sorts, captain, proudly, ahead, prances, legions, make-believe, and Good-Children.

The educational value of pictures and the pleasure they afford to children are generally recognized. The Number, size, and position of the illustrations used in the three

readers are shown in the next table, and the number of colors used and their frequency will be indicated in the succeeding table.

TABLE NO. 14.

NUMBER, SIZE, AND PERCENT OF ILLUSTRATIONS IN THE KANSAS READERS ANALYZED.

| Dimensions. | Number of pictures in- | | |
|---|------------------------|---------------|----------------|
| | Primer. | First reader. | Second Reader. |
| .01" to 1" Across the page - - | 2 | 3 | 1 |
| 1.01" to 2" " " " - - | 42 | 6 | 6 |
| 2.01" 3" " " " - - | 26 | 34 | 27 |
| 3.01" 4" " " " - - | 7 | 12 | 23 |
| 4.01" 5" " " " - - | 1 | 0 | 4 |
| Full page illustrations - - | 2 | 1 | 1 |
| Pictures at side of the page - - | 11 | 11 | 16 |
| Pictures cut down at one side from the top - - - - - | 9 | 0 | 0 |
| Sum in pages of pictures - - | 30 | 24.5 | 32.33 |
| Percent pictures are of all the pages of the reader - - - - - | 24 | 13.9 | 15.7 |

TABLE NO. 15.

COLORS USED IN READING BOOK ILLUSTRATIONS.

| Book. | Colors used. | | | | |
|-------------------|--------------|-------|--------|---------|----------------|
| | Pink. | Blue. | Green. | Yellow. | Black & White. |
| Primer - - - | 72 | - | - | 21 | 4 |
| First Reader - - | 22 | 15 | 3 | 27 | 10 |
| Second Reader - - | 40 | 19 | - | 25 | - |

The illustrations used in the three Kansas primary readers are abundant and appropriate to the stories they illustrate. Thoughts, actions, and emotions are vividly portrayed. However the lines of print are broken by the pictures in all three books.

The usefulness of a primary reading text-book depends very much upon the quantity and arrangement of the materials offered, in addition to the reading lessons, for aids in instruction and in learning to read. Table No. 16 shows the aids and devices offered in the Kansas primary readers.

TABLE NO. 16.

AIDS AND DEVICES PRESENTED IN THE THREE KANSAS PRIMARY READERS.

| Aids and devices. | Primer. | First Reader. | Second Reader. |
|---|---------|---------------|----------------|
| Table of Contents - - - - - | No | Yes | Yes |
| Suggestions to teachers - - - - - | Yes | Yes | Yes |
| List of phonetic words - - - - - | Yes | Yes | No |
| List of sight words - - - - - | Yes | No | No |
| Table of consonant sounds and phonograms - - - - - | Yes | No | No |
| Vocabulary (?) - - - - - | Yes | Yes | Yes |
| Stories to be read or told by the teacher - - - - - | Yes | No | No |
| Memory verses - - - - - (With some lessons) | Yes | No | No |
| Word lists following the lesson | Yes | Yes | Yes |
| Questions on the lesson - - - - - | No | Yes | Yes |
| Instructions for teaching action and expression - - - - - | No | Yes | Yes |
| References to other stories - - - - - | No | Yes | Yes |
| Music for songs - - - - - | Yes | No | No |
| Introduction to lessons - - - - - | No | Yes | Yes |

The Kansas Primer is not provided with a 'Table of Contents'.

Brief 'Suggestions to teachers' are presented in each of the books.

Provision should be made for aid in word recognition in the first reader and second reader.

Neither book contains a complete list of the words introduced for the first time in the book. There are 234

words introduced in the primer and first reader that are not accounted for in the word lists or 'vocabularies' printed in the last pages of these books. There is no reason given for the omission of these words. These words are presented in word list No. 6, page 92..

It occurs to the writer that if the 'stories to be read or told' and the 'memory verses' are not to be read by the children but by the teacher, they should be collected in one section of the book or, better, in a separate manual for the teacher's use. If they are to be read by the children they should be printed in suitable type for children to read.

If the word list in the back of the books were complete and arranged by pages or lessons in which the words occur, the lists of words following the lessons might not be needed.

23

Horn questions the advisability of introducing 'questions', 'instructions', and 'word lists' at the end of the lessons. Doubtless they represent a tendency toward formalization of instruction.

'Introductions to lessons' seem of doubtful value if the lessons are written in words of the child's oral vocabulary and the thoughts expressed are within the pupil's understanding.

It is important that the type, leading, and length of line be so adjusted as to offer the minimum difficulty to the child's comprehension of the meaning of the printed characters. The characteristics of the type, leading and length of line in the Kansas Primary Readers are shown in the following table.

TABLE NO. 17.

SIZE OF TYPE, WIDTH OF LEADING, AND LENGTH OF LINE
USED IN THE THREE KANSAS READERS.

| | Primer. | First Reader. | Second Reader. |
|------------------|----------------------------|----------------------------|------------------------------|
| Height of type | 2.6 m.m. | 2.6 m.m. | 2. m.m. |
| Width of leading | 3 to 7 m.m. Med. 5 m.m. | 5 to 8 m.m. Med. 5 m.m. | 3.5 to 4 m.m. Med. 4 m.m. |
| Length of line | 102 m.m. | 92 m.m. | 93 m.m. |

There can scarcely be said to be any uniformity as to length of line in the primer, and the same is true of the first reader. In both these books the author has employed irregular length lines in preference to breaking a phrase at the end of a line. On one page in the first reader the leading varies in width from 5 m.m. to 8 m.m.

SUMMARY AND CONCLUSIONS.

The analysis of the reading content of the three Kansas primary readers deals with the types of reading material comprised in these books, the types of interests involved, the extent and adequacy of the vocabulary, the character of illustrations, and the factors pertaining to the mechanics of organization and construction.

1. This study seems to indicate that 86 percent of the content of the primer, 33 percent of the content of the first reader, and 34 percent of the content of the second reader are in general not well adapted to the needs of the pupils who use these books.

2. It appears from this study that 80 percent of the content of the primer, 33 percent of the content of the first reader, and 45 percent of the content of the second reader present types of 'subjects' and 'situations' which have low or negative interest value for young children.

3. Comparison shows that the primer contains 26.1 percent of the words in the Horn list. Twenty-five percent of the words in the primer are not found in the Horn list. The analysis of the vocabulary shows that 67 percent of the words in the primer are used from 1 to 10 times. The first reader contains 56.12 percent of the words of the Horn list. Thirty-eight percent of the words in this book are not found in the Horn list. Seventy-nine percent of the words are used from 1 to 10 times in the book. The second reader contains all of the first 100, and 446 of the first 500

words in the Thorndike vocabulary list. Eighty-two percent of the words are used from 1 to 10 times.

4. There appear to be some questions as to the instructional value and the location of memory verses, questions, instructions for teaching, and word lists provided in these books.

5. As measured by standards reported by investigators of primary reading material , the physical make-up of the books is generally satisfactory.

6. As compared with books of corresponding grade in other series, the Kansas primary readers differ very little with respect to the distribution of the frequencies of use of the words in their respective vocabularies.

7. These books do not appear to contain suitable types of reading selections, appropriate vocabularies, or provision for repetition of words according to their educational value to the child.

TABULAR ARRAY OF THE VOCABULARIES OF THE KANSAS PRIMER,
THE KANSAS FIRST READER AND THE KANSAS SECOND READER.

| Words | Thorndike list credit number | Horn List.. | Prim. | First Reader | Second Reader | Total |
|-----------|---------------------------------|----------------|-------|-----------------|------------------|-------|
| a | 208-1a1 | * | 150 | 333 | 431 | 911 |
| able | 70-1b | | | | 1 | 1 |
| a-blowing | | | | | 3 | 3 |
| abed | 5 | | | | 1 | 1 |
| aboard | 15-4b | | | | 1 | 1 |
| a-boating | | | | | 1 | 1 |
| about | 172-1a1 | * | 4 | 12 | 12 | 28 |
| above | 101-1a3 | | | 12 | 3 | 15 |
| across | 84-1a5 | * | | 4 | 10 | 14 |
| act | 70-1b | * | 2 | | 2 | 4 |
| acted | | | | 2 | | 2 |
| afar | 11-5b | | | | 1 | 1 |
| afloating | | | | | 1 | 1 |
| afraid | 54-1b | * | | 5 | 14 | 19 |
| after | 158-1a1 | * | 16 | 11 | 22 | 49 |
| afternoon | 59-1b | * | | | 1 | 1 |
| afterward | 44-2a | | | 2 | | 2 |
| again | 151-1a1 | * | 3 | 7 | 25 | 35 |
| against | 114-1a1 | | | | 6 | 6 |
| ago | 74-1b | | 1 | 1 | 6 | 8 |
| agreed | 47-2a | | | | 1 | 1 |
| ah | 40-2a | * | | 2 | 3 | 5 |
| ahead | 20-3b | | | 1 | 2 | 3 |
| aid | 47-2a | | | | 1 | 1 |
| air | 91-1a4 | * | 4 | 1 | 5 | 10 |
| alas | 25-3a | * | | | 3 | 3 |
| Alice | 19-3b | | | 5 | 4 | 9 |
| alive | 41-2a | | | 1 | 3 | 4 |
| all | 203-1a1 | * | 25 | 53 | 43 | 121 |
| almost | 90-1a4 | * | | | 4 | 4 |
| alone | 89-1a4 | * | | 1 | 3 | 4 |
| along | 99-1a3 | * | | 5 | 22 | 27 |
| already | 73-1b | * | | | 2 | 2 |
| also | 119-1a2 | | | 4 | 11 | 15 |
| always | 94-1a4 | * | | 6 | 12 | 18 |
| am | 91-1a4 | * | 43 | 51 | 40 | 134 |
| among | 106-1a3 | | | 2 | 7 | 9 |
| Amy | 6 | | | 4 | | 4 |
| an | 181-1a1 | * | 3 | 8 | 18 | 29 |
| and | 210-1a1 | * | 230 | 347 | 717 | 1294 |
| angry | 47-2a | | | 1 | 4 | 5 |
| animal | 70-1b | * | | | 11 | 11 |
| another | 116-1a2 | * | | 4 | 10 | 14 |
| answer | 91-1a4 | | | | 6 | 6 |
| answered | | | | 6 | 21 | 27 |
| ant | 16-4a | * | | 6 | 8 | 14 |
| anvil | 10-5b | | | | 1 | 1 |
| any | 158-1a1 | * | | 5 | 6 | 11 |
| anybody | 21-3b | * | | | 3 | 3 |
| anything | 58-1b | * | | | 6 | 6 |

| | | | | | | |
|--------------|---------|---|----|----|-----|-----|
| anyway | 14-4b | * | | | 1 | 1 |
| appear | 70-1b | | | | 1 | 1 |
| appeared | | | | | 1 | 1 |
| apple | 78-1a5 | * | 7 | 20 | 2 | 29 |
| apron | 22-3b | * | | | 1 | 1 |
| are | 183-1a1 | * | 61 | 46 | 1 | 108 |
| arms | 96-1a3 | * | | 8 | 6 | 14 |
| army | 59-1b | | | | 1 | 1 |
| around | 95-1a3 | * | | 4 | 7 | 11 |
| arrant | 7 | | | | 1 | 1 |
| as | 204-1a1 | * | 8 | 52 | 104 | 164 |
| a-sailing | | | | | 2 | 2 |
| ashamed | 29-2b | | | | 2 | 2 |
| ashes | 23-3a | | | | 1 | 1 |
| ashore | 16-4a | | | | 1 | 1 |
| ask | 94-1a4 | * | | 3 | 5 | 8 |
| asked | | | 4 | 14 | 28 | 46 |
| asleep | 48-2a | * | 1 | 2 | 15 | 18 |
| asleeping | | | | | 1 | 1 |
| asters | 3 | | | | 3 | 3 |
| at | 203-1a1 | * | 11 | 26 | 93 | 130 |
| ate | 33-2b | * | | 7 | 13 | 20 |
| atmosphere | 11-5b | | | | 1 | 1 |
| attic | 10-5b | | | | 2 | 2 |
| aunt | 40-2a | * | 7 | | | 7 |
| automobiles | 33-2b | * | | 1 | | 1 |
| autumn | 35-2b | | | | 3 | 3 |
| awake | 41-2a | * | | 1 | 2 | 3 |
| away | 125-1a2 | * | 56 | 40 | 47 | 143 |
| awoke | 13-5a | | | | 1 | 1 |
| baby | 61-1b | * | 16 | 42 | 15 | 73 |
| Baby-Land | | | | 5 | | 5 |
| Baby-Ray | | | | | 25 | 25 |
| baby's | | | 1 | | 11 | 12 |
| bachelor's | 8 | | | | 1 | 1 |
| back | 133-1a2 | * | | 12 | 23 | 35 |
| back-bedroom | | | | | 1 | 1 |
| backward | 22-3b | * | | | 11 | 1 |
| bad | 82-1a5 | * | | 11 | 2 | 13 |
| badly | | | | | 1 | 1 |
| bag | 57-1b | * | | 10 | 5 | 15 |
| bake | 41-2a | * | | 6 | 2 | 8 |
| baker | 18-4a | | | | 7 | 7 |
| balanced | 31-2b | | | | 3 | 3 |
| ball | 76-1a5 | * | 17 | 5 | | 22 |
| ballads | 8 | | | | 1 | 1 |
| balloon | 5 | * | | 1 | | 1 |
| band | 57-1b | * | | | 1 | 1 |
| bang | 10-5b | * | | | 1 | 1 |

| | | | | | | |
|-------------|---------|---|----|----|----|-----|
| bank | 83-1a5 | * | | | 2 | 2 |
| bare | 47-2a | | | 2 | 2 | 4 |
| bark | 48-2a | | 8 | | 3 | 11 |
| barley | 18-4a | | | | 1 | 1 |
| barn | 41-2a | * | 7 | 5 | 5 | 17 |
| bern-yard | | | | | 4 | 4 |
| barreled | 25-3a | | | | 1 | 1 |
| barrows | 4 | | | | 1 | 1 |
| bars | 44-2a | | | | 1 | 1 |
| basket | 54-1b | * | | 5 | 12 | 17 |
| banner | 22-3b | | | 1 | | 1 |
| bat | 19-3b | * | 8 | 1 | | 9 |
| bath | 27-3a | * | | 2 | | 2 |
| be | 206-1a1 | * | 40 | 34 | 63 | 137 |
| beams | 44-2a | | | | 3 | 3 |
| bean | 30-2b | * | | 5 | 14 | 19 |
| bear | 92-1a4 | * | 20 | 21 | 18 | 59 |
| bear's | | | | | 2 | 2 |
| beast | 56-1b | | | | 11 | 11 |
| beat | 69-1b | * | | 7 | 1 | 8 |
| beautiful | 75-1a | | 9- | 1 | 34 | 44 |
| beauty | 55-1b | | | | 1 | 1 |
| became | 48-2a | | 1 | 1 | 1 | 3 |
| because | 108-1a3 | * | 10 | | 14 | 24 |
| bed | 106-1a3 | * | | 16 | 38 | 54 |
| bed-clothes | | | | | 1 | 1 |
| bee | 58-1b | * | 9 | 18 | 2 | 29 |
| been | 159-1a1 | * | 6 | 14 | 11 | 31 |
| before | 159-1a1 | * | | 6 | 14 | 20 |
| began | 73-1b | | | 7 | 18 | 25 |
| begin | 97-1a3 | * | | | 6 | 6 |
| begun | 35-2b | | | | 7 | 7 |
| behind | 95-1a3 | * | 1 | | 3 | 4 |
| believe | 77-1a5 | * | | 2 | 1 | 3 |
| believed | | | | | 1 | 1 |
| bell | 58-1b | * | | 2 | 5 | 7 |
| belong | 62-1b | * | | 1 | | 1 |
| below | 46-2a | | | 1 | 2 | 3 |
| Ben | 9 | | | | 1 | 1 |
| beneath | 39-2a | | | | 1 | 1 |
| berries | 31-2b | | | | 1 | 1 |
| beside | 58-1b | * | | | 3 | 3 |
| Bess | 16-4a | | | | 1 | 1 |
| best | 107-1a3 | * | | 9 | 28 | 37 |
| bet | 9 | * | | | 1 | 1 |
| better | 105-1a3 | * | | 1 | 6 | 7 |
| Betty | 18-4a | | | | 3 | 3 |
| between | 119-1a2 | | | 1 | | 1 |
| bid | 42-29 | | | | 1 | 1 |
| biddy | | | | | 4 | 4 |

| | | | | | | |
|------------------|---------|---|----|----|----|----|
| big | 89-1a4 | * | 16 | 52 | 18 | 86 |
| bill | 67-1b | * | | 1 | 1 | 2 |
| billows | 12-5a | | | | 1 | 1 |
| Billy | 23-3a | | | 19 | 24 | 43 |
| Billy-Goat Gruff | | | | 21 | | 21 |
| Billy's | | | | 1 | | 1 |
| bin | 6 | | | 2 | 1 | 3 |
| bind | 36-2a | | | | 1 | 1 |
| bird | 79-1a5 | * | 17 | 14 | 32 | 63 |
| birdies | 9 | | 1 | 1 | | 2 |
| birthday | 34-2b | * | 2 | 2 | 1 | 5 |
| bit | 50-1b | * | | 1 | 2 | 3 |
| bite | 37-2a | * | | | 3 | 3 |
| black | 99-1a3 | * | 3 | 10 | 10 | 23 |
| black-birds | 10-5b | * | | 1 | | 1 |
| black-smith | 24-3a | | | | 15 | 15 |
| blade | 30-2b | | | | 2 | 2 |
| blanket | 15-4b | * | | 1 | | 1 |
| blast | 24-3a | | | 1 | | 1 |
| blazing | 28-2b | | | 1 | | 1 |
| bleat | 12-5a | | | 3 | 1 | 4 |
| blew | 27-3a | | | 2 | 4 | 6 |
| bloom | 34-2b | | | | 2 | 2 |
| blossom | 38-2a | | | | 2 | 2 |
| blow | 84-1a4 | * | 6 | 12 | 19 | 37 |
| blower | | | | | 1 | 1 |
| bloweth | | | | | 1 | 1 |
| blown | | | | | 1 | 1 |
| blue | 82-1a5 | * | 2 | 10 | 16 | 28 |
| blue bird | 6 | * | | | 6 | 6 |
| blush | 23-3a | | | | 1 | 1 |
| board | 71-1b | * | | 3 | 1 | 4 |
| boat | 58-1b | * | | | 11 | 11 |
| Bob | 21-3b | | | 5 | | 5 |
| Bobs | | | | | 13 | 13 |
| Bobby | 8 | | | 11 | | 11 |
| body | 83-1a5 | * | | 1 | 1 | 2 |
| boil | 37-2a | * | | | 2 | 2 |
| boiling | | | | 3 | 1 | 4 |
| bold | 42-29 | | | 1 | | 1 |
| bonfires | 3 | | | 6 | | 6 |
| boo | 4 | | | 1 | 3 | 4 |
| book | 114-1a2 | * | 9 | 3 | 5 | 17 |
| boots | 31-2b | | | | 2 | 2 |
| boo-hoo | | | 1 | | | 1 |
| boo-woo | | | | | 2 | 2 |
| Bo-peep | 8 | | 2 | | | 2 |
| bore | 35-2b | | | | 1 | 1 |
| born | 59-1b | | | 1 | | 1 |
| borrow | 27-3a | | | | 1 | 1 |

| | | | | | | |
|--------------|---------|---|----|----|----|-----|
| both | 115-1a2 | * | | 1 | 9 | 10 |
| bother | 16-4a | * | | | 1 | 1 |
| bough | 23-3a | | | 1 | | 1 |
| bounces | 7 | | | 1 | | 1 |
| bound | 46-2a | | | | 1 | 1 |
| bow | 59-1b | * | 20 | | | 20 |
| bowers | | | 1 | 1 | | 2 |
| bowl | 45-2a | | | 7 | | 7 |
| bow-wow | | | 4 | | | 4 |
| boxes | 75-1a | | | | 1 | 1 |
| boy | 122-1a2 | * | 63 | 33 | 28 | 124 |
| boy's | | | | | 4 | 4 |
| brake | 23-3a | * | | | 1 | 1 |
| branch | 63-1b | | | | 3 | 3 |
| brave | 55-1b | | | 2 | 1 | 3 |
| bread | 78-1a5 | * | 14 | | 8 | 22 |
| break | 73-1b | * | | 1 | 2 | 2 |
| breakfast | 50-1b | * | | 1 | 5 | 6 |
| breathe | 44-2a | | | | 1 | 1 |
| breast | 44-2a | * | | 2 | | 2 |
| breeze | 25-3a | | | | 2 | 2 |
| breezy | 5 | | | | 1 | 1 |
| bridge | 64-1b | * | | 17 | 5 | 22 |
| bright | 74-1b | | | 2 | 20 | 22 |
| bright-edged | | | | | 1 | 1 |
| bring | 110-1a3 | * | 7 | 3 | 7 | 17 |
| bringeth | | | | | 1 | 1 |
| bringing | | | 1 | | | 1 |
| brisk | 12-5a | | | | 1 | 1 |
| broad | 54-1b | | | | 1 | 1 |
| broadest | | | | | 1 | 1 |
| broke | 28-2b | * | | 1 | 4 | 5 |
| broken | 59-1b | * | | 5 | 7 | 12 |
| brook | 52-1b | | | 3 | 9 | 12 |
| broom | 21-3b | * | | 2 | | 2 |
| brother | 87-1a4 | * | 4 | 6 | 6 | 16 |
| broth | 5 | | | | 2 | 2 |
| brought | 76-1a5 | * | | 1 | 6 | 7 |
| brown | 69-1b | * | 2 | 9 | 20 | 31 |
| brownest | | | | | 2 | 2 |
| brownies | 11-5b | | | 7 | | 7 |
| brushed | 38-2a | | | | 3 | 3 |
| brushing | | | | | 1 | 1 |
| buds | 29-2b | | | 1 | 1 | 2 |
| build | 77-1a5 | | | 7 | 1 | 8 |
| building | 57-1b | * | | | 2 | 2 |
| built | 55-1b | * | | 3 | 3 | 6 |
| bunnies | | | | | 6 | 6 |
| bunny | 4 | | | 3 | 7 | 10 |
| bunting | 7 | | | | 1 | 1 |
| burn | 77-1a5 | | | | 7 | 7 |

| | | | | | | |
|-------------|---------|---|----|----|-----|-----|
| burned | | | | 1 | 1 | 1 |
| burst | 40-2a | | 1 | 1 | 1 | 2 |
| bushels | 26-3a | | | 1 | 1 | 1 |
| bushes | 45-2a | | 1 | 1 | 1 | 2 |
| bushy | 3 | | 1 | 2 | 2 | 3 |
| busy | 57-1b | * | 2 | 2 | 2 | 4 |
| but | 196-1a1 | * | 14 | 43 | 107 | 164 |
| butcher | 24-3a | | | | 1 | 1 |
| butter | 55-1b | * | | | 3 | 3 |
| butter-cup | 5 | | | | 4 | 4 |
| butterfly | 20-3b | * | | 4 | | 4 |
| buttons | 28-2b | * | | 2 | 3 | 5 |
| buy | 80-1a5 | * | | 4 | 4 | 8 |
| buying | | | | 1 | | 1 |
| buzz | 22-3b | | 4 | 5 | | 9 |
| by | 191-1a1 | * | 15 | 19 | 51 | 85 |
| cackle | 6 | | | | 5 | 5 |
| cage | 21-3b | * | | | 1 | 1 |
| cake | 56-1b | * | | 5 | 5 | 10 |
| calf | 16-4a | | | | 2 | 2 |
| call | 146-1a2 | * | 1 | 2 | 5 | 8 |
| called | | | 3 | 1 | 11 | 15 |
| calling | | | | 1 | 2 | 3 |
| came | 113-1a2 | * | 9 | 38 | 63 | 110 |
| can | 163-1a2 | * | 78 | 81 | 78 | 237 |
| canary | 6 | | | | 1 | 1 |
| candy | 30-2b | * | | | 20 | 20 |
| candies | | | | | 1 | 1 |
| candle | 31-2b | * | | 1 | 3 | 4 |
| candlestick | 8 | | 1 | | | 1 |
| cane | 21-3b | | | 1 | | 1 |
| can't | 33-2b | * | 6 | 3 | 9 | 18 |
| cap | 53-1b | * | | | 7 | 7 |
| captain | 56-1b | | | | 1 | 1 |
| car | 52-1b | * | 6 | 1 | | 7 |
| carded | 48-2a | | | | 1 | 1 |
| care | 98-1a3 | * | | 3 | 6 | 9 |
| carefully- | 59-1b | | | | 1 | 1 |
| carpenter | 24-3a | | | | 2 | 2 |
| carpet | 20-3b | * | | | 1 | 1 |
| carries | | | | 1 | | 1 |
| carry | 108-1a3 | | | 2 | 6 | 8 |
| carrying | | | | | 1 | 1 |
| cart | 27-3a | * | | | 4 | 4 |
| case | 77-1a5 | | | 2 | | 2 |
| castle | 8 | | | | 1 | 1 |
| cat | 46-2a | * | 20 | 7 | 43 | 75 |
| cat's | | | | | 1 | 1 |
| catch | 69-1b | * | 15 | 18 | 9 | 42 |
| caught | 47-2a | * | 4 | | 4 | 8 |

| | | | | | | |
|-------------------|---------|---|----|----|----|----|
| cave | 31-2b | | | | 2 | 2 |
| cellar | 26-3a | | | | 4 | 4 |
| cents | 51-1b | * | | 4 | | 4 |
| certain | 77-1a5 | | | | 2 | 2 |
| chain | 49-1b | * | | | 1 | 1 |
| chair | 59-1b | * | | 12 | 6 | 18 |
| chanced | 55-1b | | | 1 | 1 | 2 |
| change | 101-1a3 | * | | | 4 | 4 |
| changed | | | | | 7 | 7 |
| changes | | | | | 1 | 1 |
| chap | 7 | | | | 1 | 1 |
| chariot | 20-3b | | | | 3 | 3 |
| Charlie | 8 | | | | 1 | 1 |
| chase | 37-2a | * | | | 2 | 2 |
| chased | | | | 1 | | 1 |
| cheek | 43-2a | | | 1 | 1 | 2 |
| cheer | 46-2a | | | 4 | | 4 |
| cheerful | 30-2b | | | | 2 | 2 |
| cheese | 32-2b | * | | 1 | 2 | 3 |
| cherry | 33-2b | * | | | 1 | 1 |
| chestnuts | 22-3b | | | | 3 | 3 |
| chick | 20-3b | | | | 4 | 4 |
| chick-a-dee | | | 1 | | | 1 |
| chicken | 46-2a | * | 6 | 19 | 1 | 26 |
| chicken-little | | | | | 10 | 10 |
| child | 85-1a4 | * | 1 | 5 | 23 | 29 |
| children | 88-1a4 | * | 14 | 21 | 31 | 66 |
| chips | 15-4b | | | | 10 | 10 |
| chin | 17-4a | * | 1 | | | 1 |
| chin-chopper | | | 3 | | | 3 |
| china | 29-2b | | | | 1 | 1 |
| chinney-chin-chin | | | | 3 | | 3 |
| choosing | 51-1b | | | | 1 | 1 |
| chokes | 17-4a | | | | 1 | 1 |
| Christ | 19-3b | | | 1 | 1 | 2 |
| Christmas | 62-1b | * | 8 | 6 | 31 | 45 |
| church | 81-1a5 | | | 4 | | 4 |
| Cinderella | 11-5b | | | | 3 | 3 |
| circus | 13-5a | * | 9 | | | 9 |
| cities | | | | | 1 | 1 |
| city | 114-1a2 | | 8 | | | 8 |
| clack | | | | | 1 | 1 |
| clang | 10-5b | | | | 2 | 2 |
| clap | 26-3a | * | 11 | 1 | | 12 |
| clapping | | | | 1 | | 1 |
| class | 60-1b | * | 2 | | | 2 |
| clatter | 11-5b | * | | | 2 | 2 |
| clean | 67-1b | * | 6 | 1 | 7 | 14 |
| cleaned | | | | | 2 | 2 |
| clear | 88-1a4 | * | | 1 | 12 | 13 |

| | | | | | | |
|------------------|---------|---|----|----|----|-----|
| climb | 47-2a | * | | 3 | 4 | 7 |
| climbing | | | | 1 | | 1 |
| cling | 12-5a | | | | 1 | 1 |
| cloak | 30-2b | | | | 1 | 1 |
| clippety | | | | | 6 | 6 |
| close | 105-1a3 | | | | 1 | 1 |
| closed | | | | | 2 | 2 |
| cloth | 54-1b | * | | | 2 | 2 |
| clothes | 68-1b | * | | 8 | 2 | 10 |
| cloud | 67-1b | * | | 3 | 9 | 12 |
| cloud-birds | | | | | 1 | 1 |
| cloudy | 19-3b | | | | 1 | 1 |
| clover | 14-4b | | | 5 | 1 | 6 |
| clown | 7 | | 7 | | | 7 |
| clumsy | 6 | | | | 1 | 1 |
| Clytie | | | | | 7 | 7 |
| Clytie's | | | | | 1 | 1 |
| coach | 29-2b | | | | 2 | 2 |
| coal | 57-1b | * | | 1 | 17 | 18 |
| coat | 74-1b | * | 7 | 12 | | 19 |
| coarse | 27-3a | | | | 1 | 1 |
| cobbler | 12-5a | | | | 1 | 1 |
| cobble's | | | | | 1 | 1 |
| cobwebs | 6 | | | | 3 | 3 |
| cock | 39-2a | | 1 | | 2 | 3 |
| cock-a-doodle-do | | | | | 4 | 4 |
| Cocky-Locky | | | | | 8 | 8 |
| cold | 104-1a3 | * | 18 | 5 | 13 | 36 |
| color | 84-1a5 | * | | | 2 | 2 |
| come | 151-1a1 | * | 64 | 35 | 82 | 181 |
| comical | 4 | | | | 1 | 1 |
| coming | 69-1b | * | 8 | 22 | 9 | 39 |
| conceal | 23-3a | | | | 1 | 1 |
| confess | 25-3a | | | | 1 | 1 |
| coo | 8 | | | 13 | | 13 |
| cook | 57-1b | * | | 1 | 10 | 11 |
| cookies | | * | | | 10 | 10 |
| cooky | 7 | | | | 1 | 1 |
| cool | 61-1b | | | 1 | 13 | 14 |
| cooler | | | | | 1 | 1 |
| coral | 13-5a | | | | 1 | 1 |
| Coralie | | | | | 9- | 9 |
| Coralie's | | | | | 2 | 2 |
| corn | 78-1a5 | * | 1 | 4 | 10 | 15 |
| corner | 69-1b | * | | | 7 | 7 |
| cottage | 28-2b | | | | 1 | 1 |
| could | 123-1a2 | * | 6 | 21 | 50 | 77 |
| couldn't | 21-3b | * | | 1 | 3 | 4 |
| counted | 66-1b | | | 1 | | 1 |
| counterpane | | | | | 2 | 2 |
| country | 110-1a3 | * | 1 | 2 | 2 | 5 |

| | | | | | | |
|----------------|---------|---|----|----|----|----|
| course | 91-1a4 | | | | 4 | 4 |
| cousin | 40-2a | * | | | 2 | 2 |
| cover | 98-1a3 | * | | 2 | 3 | 5 |
| covered | | | | 1 | 3 | 4 |
| cow | 54-1b | * | 10 | 29 | 18 | 57 |
| coward | 20-3b | | | | 1 | 1 |
| cozy | 5 | | | | 1 | 1 |
| crack | 33-2b | | | 3 | | 3 |
| cracky | | | | | 1 | 1 |
| cradle | 22-3b | * | | 3 | 1 | 4 |
| crawled | 22-3b | | | | 1 | 1 |
| crawley | | | | | 3 | 3 |
| cram | 9 | | | | 1 | 1 |
| cream | 39-2a | * | | | 1 | 1 |
| creep | 36-2a | | | 2 | 12 | 14 |
| creepety-creep | | | 1 | | | 1 |
| creeping | | | | 2 | 6 | 8 |
| creepy | | | | | 11 | 11 |
| crept | 19-3b | | | | 1 | 1 |
| crib | 9 | | | | 3 | 3 |
| cried | 52-1b | | 8 | 7 | 10 | 25 |
| crimson | 15-4b | | | | 1 | 1 |
| crisp | 11-5b | | | | 1 | 1 |
| crocus | | | | | 2 | 2 |
| crook | 5 | | | | 1 | 1 |
| cross | 88-1a4 | * | | 1 | 7 | 8 |
| crossing | | | | | 1 | 1 |
| crow | 30-2b | | | 5 | 6 | 11 |
| crumbs | 15-4b | | | | 1 | 1 |
| cry | 74-1b | * | 4 | 2 | 1 | 7 |
| crying | | | 20 | | 5 | 25 |
| cuddle | 7 | | | 1 | 1 | 2 |
| cunning | 24-3a | | | | 4 | 4 |
| cup | 60-1b | * | | | 1 | 1 |
| cupboard | 13-5a | * | | 1 | | 1 |
| cupid's | 9 | | | | 1 | 1 |
| cure | 29-2b | | | | 4 | 4 |
| curly | 5 | | | 3 | 3 | 6 |
| curled | 28-2b | | | 1 | 4 | 5 |
| curtain | 38-2a | * | | | 1 | 1 |
| cut | 113-1a2 | * | 3 | | 1 | 4 |
| cutler's | | | | 3 | | 3 |
| daily | 35-2b | | | | 1 | 1 |
| dainty | 14-4b | | | 1 | 2 | 3 |
| daisies | 20-3b | | | 1 | 1 | 2 |
| dale | 13-5a | | | | 1 | 1 |
| Dan | 26-3a | | | 5 | | 5 |
| dance | 72-1b | * | | 4 | 2 | 6 |
| danced | | | | 1 | | 1 |
| dancing | | | | | 2 | 2 |
| dandelion | 7 | * | | | 5 | 5 |

| | | | | | | |
|------------|---------|---|----|----|-----|-----|
| dare | 59-1b | | | | 2 | 2 |
| daring | 8 | | | | 2 | 2 |
| dark | 83-1a5 | | | 4 | 12 | 16 |
| darling | 23-3a | | | 1 | | 1 |
| darlingest | | | | | 1 | 1 |
| dart | 27-3a | | | | 1 | 1 |
| daughter | 64-1b | | | | 1 | 1 |
| day | 176-1a1 | * | 12 | 62 | 53 | 127 |
| dead | 80-1a5 | | | | 5 | 5 |
| deal | 63-1b | | | 1 | 1 | 2 |
| dear | 87-1a4 | * | 10 | 21 | 19 | 50 |
| dearest | | | | | 1 | 1 |
| deeds | 46-2a | | | | 1 | 1 |
| deep | 91-1a4 | * | | | 10 | 10 |
| deer | 25-3a | | | | 1 | 1 |
| delight | 58-1b | | | | 2 | 2 |
| den | 25-3a | | | 6 | 7 | 13 |
| desert | 41-2a | | | 1 | | 1 |
| dew | 32-2b | | | 1 | 3 | 4 |
| diamond | 37-2a | | | 1 | 6 | 7 |
| Dick | 28-2b | | | 14 | | 14 |
| did | 140-1a2 | * | 25 | 20 | 54 | 99 |
| didn't | 25-3a | * | | 1 | 1 | 2 |
| die | 102-1a3 | * | | 2 | 1 | 3 |
| different | 63-1b | * | | | 2 | 2 |
| dim | 25-3a | * | | 1 | | 1 |
| dimpled | 8 | * | | | 2 | 2 |
| din | 13-5a | | | 1 | | 1 |
| dining | 34-2b | | | | 1 | 1 |
| dinner | 70-1b | * | | 5 | 5 | 10 |
| dipped | 25-3a | | | | 3 | 3 |
| dipper | 10-5a | | | | 1 | 1 |
| disgrace | 19-3b | | | 1 | | 1 |
| dish | 48-2a | * | | 1 | 3 | 4 |
| distance | 60-1b | | | | 1 | 1 |
| ditch | 27-3a | | | | 1 | 1 |
| dizzy | 9 | | | 1 | | 1 |
| do | 180-1a1 | * | 43 | 45 | 108 | 196 |
| doctor | 51-1b | * | | 22 | | 22 |
| does | 101-1a3 | * | 7 | 3 | 8 | 18 |
| doesn't | 22-3b | * | | 2 | 2 | 4 |
| dog | 73-1b | * | 27 | 17 | 29 | 73 |
| doggie | | | | | 7 | 7 |
| doing | | * | | | 1 | 1 |
| doll | 23-2b | * | 7 | 6 | 3 | 16 |
| dollies | | | | | 1 | 1 |
| doll's | | | | 1 | 1 | 2 |
| Dolly | 13-5a | * | 5 | 3 | | 8 |
| dolly's | | | | 3 | | 3 |
| Don | 7 | | 17 | 15 | | 32 |
| done | 98-1a3 | * | | 2 | 5 | 7 |

| | | | | | | |
|-------------|---------|---|----|----|----|----|
| donkey | 17-4a | * | | | 9 | 9 |
| don't | 50-1b | * | 3 | 25 | 25 | 53 |
| door | 107-1a3 | * | 1 | 7 | 16 | 24 |
| doorstep | 4 | | | 2 | 2 | 4 |
| dove | 24-3a | | | 13 | 7 | 20 |
| down | 144-1a2 | * | 7 | 25 | 67 | 99 |
| down-hill | | | | | 1 | 1 |
| downy | 5 | | | | 1 | 1 |
| dozen | 43-2a | * | | | 4 | 4 |
| drake | 7 | | | | 1 | 1 |
| drank | 15-4b | | | | 2 | 2 |
| drawing | 89-1a4 | | | 2 | 2 | 4 |
| drawn | 15-4b | | | | 4 | 4 |
| dream | 69-1b | | | | 8 | 8 |
| Dream-land | | | | | 1 | 1 |
| dress | 99-1a3 | * | | 4 | 16 | 20 |
| dressed | | | | | 7 | 7 |
| dresses | | | 3 | 1 | 2 | 6 |
| drew | 36-2a | | | | 2 | 2 |
| drills | 28-2b | | | | 1 | 1 |
| drive | 86-1a4 | * | 16 | 3 | 2 | 21 |
| driven | | | | | 1 | 1 |
| driving | | | 1 | | | 1 |
| drink | 79-1a4 | * | | | 4 | 4 |
| drop | 75-1a | * | | 1 | 6 | 7 |
| dropped | | | | | 3 | 3 |
| drove | 31-2b | | | | 1 | 1 |
| drowned | 39-2a | | | | 1 | 1 |
| drum | 33-2b | * | | 7 | 2 | 9 |
| Drumkin | | * | | 12 | | 12 |
| dry | 69-1b | * | | | 3 | 3 |
| duck | 35-2b | * | | 3 | 6 | 9 |
| duck-pond | | | | | 2 | 2 |
| Ducky-Lucky | | | | | 8 | 8 |
| dug | 19-3b | | | 1 | | 1 |
| dusted | 51-1b | | | | 1 | 1 |
| Dutch | 26-3a | | | | 1 | 1 |
| dye | 17-4a | | | | 2 | 2 |
| each | 142-1a2 | * | | 2 | 9 | 11 |
| ear | 77-1a5 | * | | 4 | 8 | 12 |
| early | 92-1a4 | * | | 9 | 5 | 14 |
| earth | 84-1a5 | | | 4 | 1 | 5 |
| ease | 35-2b | | | | 1 | 1 |
| east | 75-1a5 | | | | 6 | 6 |
| Easter | 16-4a | * | | 3 | 7 | 10 |
| easy | 68-1b | * | | | 1 | 1 |
| eat | 88-1a4 | * | 8 | 59 | 20 | 87 |
| eaten | | | 3 | 2 | 4 | 9 |
| eating | | | | 4 | 3 | 7 |
| eaves | 10-5b | | | | 1 | 1 |
| echoes | 28-2b | | | | 1 | 1 |

| | | | | | | |
|----------------|---------|---|----|----|----|----|
| egg | 78-1a5 | * | | 12 | 20 | 32 |
| eight | 70-1b | * | 1 | 3 | 1 | 5 |
| either | 70-1b | * | | | 2 | 2 |
| elfman | | | | 2 | | 2 |
| else | 60-1b | * | | 2 | 3 | 5 |
| enchanted | 13-5a | | | | 1 | 1 |
| end | 126-1a2 | * | | 1 | 4 | 5 |
| ended | | | | | 1 | 1 |
| enough | 104-1a3 | * | | 4 | 5 | 9 |
| ere | 40-2a | | | | 1 | 1 |
| Eskimos | 4 | | 4 | | | 4 |
| even | 117-1a2 | * | | 1 | 3 | 4 |
| evening | 74-1b | | | | 3 | 3 |
| ever | 117-1a2 | * | 1 | 3 | 12 | 16 |
| every | 151-1a1 | * | | 16 | 26 | 42 |
| everybody | 33-2b | * | | | 5 | 5 |
| everyone | 19-3b | * | | | 2 | 2 |
| everything | 61-1b | * | | | 10 | 10 |
| everywhere | 27-3a | | | | 4 | 4 |
| except | 68-1b | | | | 1 | 1 |
| exclaimed | 27-3a | | | | 1 | 1 |
| excuse | 31-2b | | | | 2 | 2 |
| explain | 39-2a | | | | 1 | 1 |
| eye | 120-1a2 | * | | | 22 | 22 |
| face | 107-1a3 | * | 5 | 7 | 15 | 27 |
| faded | 35-2b | | | | 1 | 1 |
| faint | 36-2a | | | | 1 | 1 |
| fair | 114-1a2 | * | | 1 | 1 | 2 |
| fairies | 34-2b | | | | 2 | 2 |
| fairy | | | | | 16 | 16 |
| fall | 126-1a2 | * | | 4 | 6 | 10 |
| fallen | 20-3b | | | 2 | 1 | 3 |
| falling | | | | | 8 | 8 |
| far | 115-1a2 | * | | 16 | 4 | 20 |
| fare | 38-2a | | | | 1 | 1 |
| farmer | 59-1b | * | | 1 | 5 | 6 |
| Farmer-Brown's | | | | 1 | | 1 |
| farmyard | 7 | | | | 1 | 1 |
| farther | 40-2a | | | | 9 | 9 |
| fast | 79-1a5 | * | 9 | 14 | 12 | 35 |
| fastened | 33-2b | | | | 3 | 3 |
| faster | | | | 12 | 2 | 14 |
| fat | 50-1b | * | | 19 | 3 | 22 |
| father | 114-1a2 | * | 23 | 12 | 7 | 42 |
| father's | | | | 8 | 1 | 9 |
| fatter | | | | 7 | | 7 |
| favor | 51-1b | | | 1 | | 1 |
| Fay | | | 3 | | | 3 |
| fear | 79-1a5 | | | 2 | 2 | 4 |
| feathers | 45-2a | * | | 1 | 8 | 9 |
| feed | 63-1b | * | 4 | 2 | 2 | 8 |
| feeding | | | | 2 | | 2 |

| | | | | | | |
|-----------|---------|---|----|----|----|----|
| feel | 88-1a4 | * | | 3 | | 3 |
| feet | 82-1a5 | * | | 2 | 18 | 20 |
| fell | 67-1b | * | | 11 | 12 | 23 |
| fellow | 65-1b | | | 4 | 2 | 6 |
| felt | 57-1b | | | | 5 | 5 |
| fence | 49-1b | * | | | 1 | 1 |
| fever | 33-2b | | | 1 | | 1 |
| few | 99-1a3 | | | | 1 | 1 |
| field | 92-1a4 | * | 8 | | 6 | 14 |
| fierce | 41-2a | | | 2 | 1 | 3 |
| fifteen | 43-2a | * | | 2 | | 2 |
| fight | 69-1b | * | | | 1 | 1 |
| filb | 94-1a4 | * | | | 2 | 2 |
| filled | | | | 2 | 5 | 7 |
| filling | | | | | 1 | 1 |
| find | 131-1a2 | * | 7 | 6 | 27 | 40 |
| findeth | | | | | 1 | 1 |
| fine | 108-1a3 | * | | 21 | 22 | 43 |
| fingers | 54-1b | * | | | 1 | 1 |
| fire | 111-1a3 | * | 9 | 3 | 18 | 30 |
| firmly | 53-1b | | | | 1 | 1 |
| first | 136-1a2 | * | | 29 | 19 | 48 |
| fish | 66-1b | * | | | 22 | 22 |
| fishes | | | | | 1 | 1 |
| fit | 68-1b | | | | 1 | 1 |
| five | 101-1a3 | * | | 6 | 9 | 15 |
| fix | 55-1b | * | | 3 | | 3 |
| fixing | | | | | 1 | 1 |
| flag | 43-2a | * | 7 | 5 | | 12 |
| flat | 44-2a | | | | 1 | 1 |
| fleecy | 7 | | | | 1 | 1 |
| fleet | 34-2b | | | | 3 | 3 |
| flew | 33-2b | * | 7 | 14 | 15 | 36 |
| flight | 29-2b | | | 1 | | 1 |
| fling | 14-4b | | | | 1 | 1 |
| float | 33-2b | | | | 3 | 3 |
| floor | 79-1a5 | * | | 6 | 4 | 10 |
| flock | 34-2b | | 2 | | | 2 |
| flour | 39-2a | * | 4 | 1 | 4 | 9 |
| flower | 94-1a4 | * | 10 | 11 | 22 | 43 |
| flowering | | | | | 2 | 2 |
| flows | 59-1b | | | | 1 | 1 |
| fluffy | | | | 1 | 1 | 2 |
| fluted | 11-5b | | | | 3 | 3 |
| fluttered | 23-3a | | | | 2 | 2 |
| fly | 76-1a5 | * | 18 | 30 | 9 | 57 |
| flying | | * | 1 | | 2 | 3 |
| foam | 22-3b | | | | 2 | 2 |
| folk | 44-2a | | | | 5 | 5 |
| follow | 109-1a3 | * | | 1 | 3 | 4 |
| followed | | | | | 7 | 7 |
| fond | 39-2a | | | | 1 | 1 |

| | | | | | | |
|--------------|---------|---|----|----|-----|-----|
| food | 78-1a5 | * | | 2 | 7 | 9 |
| fool | 49-1b | | | | 1 | 1 |
| foolish | 34-2b | | | | 2 | 2 |
| foot | 99-1a3 | * | | | 3 | 3 |
| for | 201-1a1 | * | 42 | 72 | 147 | 261 |
| forest | 63-1b | | | | 11 | 11 |
| forever | 20-3b | | | | 1 | 1 |
| forget | 65-1b | * | | 1 | 1 | 2 |
| fortune | 44-2a | | | | 9 | 9 |
| forward | 52-1b | | | 1 | 1 | 2 |
| fought | 38-2a | | | 1 | 1 | 2 |
| found | 114-1a2 | | | | 21 | 21 |
| four | 114-1a3 | | 3 | | 12 | 15 |
| fox | 39-2a | | | 32 | 23 | 55 |
| foxes | | | | 1 | 1 | 2 |
| Foxy-Loxy | | | | | 5 | 5 |
| Frank | 34-2b | | | 21 | | 21 |
| Fred | 18-4a | | | 1 | | 1 |
| free | 86-1a4 | | | | 1 | 1 |
| freeze | 30-2b | | | | 2 | 2 |
| fresh | 79-1a5 | * | | 5 | 1 | 6 |
| freshening | | | | | 1 | 1 |
| Friday | 36-2a | * | | 1 | | 1 |
| friend | 106-1a3 | * | | 16 | 13 | 29 |
| friendliness | 37-2a | | | | 1 | 1 |
| frighten | 33-2b | | | 2 | 3 | 5 |
| frisky | 3 | | | | 2 | 2 |
| frog | 23-3a | * | | 1 | 5 | 6 |
| frolicsome | 13-5a | | | | 1 | 1 |
| from | 195-1a1 | * | 45 | 36 | 44 | 125 |
| front | 81-1a5 | * | | 1 | 2 | 3 |
| frost | 45-2a | | | 2 | 4 | 6 |
| frown | 21-3b | | | | 1 | 1 |
| frowned | | | | 1 | | 1 |
| froze | 7 | | | | 1 | 1 |
| fruit | 75-1b | * | 3 | | 1 | 4 |
| full | 108-1a3 | * | | 6 | 16 | 22 |
| fun | 39-2a | * | 13 | | 8 | 21 |
| funniest | | | | | 1 | 1 |
| funny | 27-3a | * | | 9 | 1 | 10 |
| fur | 47-2a | | 4 | | | 4 |
| furly | | | | | 1 | 1 |
| gaily | 7 | | | | 4 | 4 |
| gales | 16-4a | | | | 1 | 1 |
| gallant | 18-4a | | | | 1 | 1 |
| galloping | 22-3b | | 6 | 4 | | 10 |
| game | 69-1b | | 8 | 5 | 4 | 17 |
| garden | 86-1a4 | * | 1 | 20 | 12 | 33 |
| gardener | 19-3b | | | 1 | | 1 |
| gate | 64-1b | * | | 3 | 4 | 7 |
| gathering | 67-1b | | | | 1 | 1 |

| | | | | | |
|---------------|---------|---|-----|----|----|
| gathers | | | | 1 | 1 |
| gave | 90-1a4 | * | | 12 | 28 |
| gay | 39-2a | | 1 | 1 | 3 |
| geese | 15-4b | | | | 6 |
| gentle | 62-1b | | | | 2 |
| gentleman | 59-1b | | | 1 | 1 |
| gently | 21-3b | | | 1 | 8 |
| get | 136-1a2 | * | 15 | 17 | 38 |
| getting | | * | | 1 | 1 |
| ghost | 31-2b | | | | 1 |
| giant | 38-2a | | | 1 | 1 |
| gifts | 55-1b | | | 2 | 2 |
| gingerbread | 9 | | 20 | | 1 |
| girl | 98-1a3 | * | 10 | 37 | 14 |
| girl's | | | | | 1 |
| give | 145-1a2 | * | 9 | 41 | 8 |
| given | 96-1a3 | | | | 7 |
| giving | | | | 1 | 1 |
| glad | 79-1a5 | * | 25 | 9 | 18 |
| gladly | | | | | 1 |
| gladdest | | | | | 1 |
| glass | 70-1b | * | | | 7 |
| gleams | 18-4a | | | | 1 |
| glee | 13-5a | | | | 1 |
| go | 160-1a1 | * | 43 | 34 | 82 |
| goat | 47-2a | | 20 | 16 | 3 |
| gobble | 9 | | | | 4 |
| God | 81-1a5 | * | 1 | 1 | 4 |
| goes | 29-2b | * | 7 | 4 | 3 |
| goeth | | | | | 1 |
| going | 63-1b | * | 10- | 9 | 27 |
| gold | 91-1a4 | * | | | 17 |
| golden | 55-1b | | | | 19 |
| goldenrod | | | | | 10 |
| Golden Locks | | | | 2 | 1 |
| gone | 64-1b | * | | 1 | 9 |
| good | 168-1a1 | * | 43 | 51 | 41 |
| good-by | 20-3b | * | 12 | 11 | 10 |
| good-children | | | | | 2 |
| good-morning | | | | 1 | 1 |
| good-night | | | | | 8 |
| goody | 9 | | | 1 | 1 |
| goop | | | | 15 | |
| goose | 38-2a | * | 15 | | 14 |
| Goosy-Loosy | | | | | 8 |
| got | 82-1a5 | * | | 3 | 9 |
| grain | 58-1b | | | 3 | 9 |
| grand | 42-2a | | | | 1 |
| grandma | 18-4a | * | 6 | 9 | 21 |
| grandmother | 31-2b | | 1 | | 7 |

| | | | | | | |
|-------------|---------|---|----|----|----|-----|
| grandfather | 25-3a | | | | 1 | 1 |
| grandpa | 16-4a | | 11 | | 1 | 12 |
| granny | | | | 8 | | 8 |
| granny's | | | | 1 | | 1 |
| grape | 37-2a | * | | | 8 | 8 |
| grass | 64-1b | * | 9 | 15 | 16 | 40 |
| grasshopper | 16-4a | | | | 3 | 3 |
| gray | 56-1b | * | | 7 | 19 | 26 |
| great | 169-1a1 | * | | 5 | 21 | 26 |
| green | 81-1a5 | * | 4 | 9 | 22 | 35 |
| grew | 55-1b | | | 4 | 10 | 14 |
| grind | 29-2b | | | | 2 | 2 |
| grocer | 17-4a | | | 1 | | 1 |
| ground | 90-1a4 | * | | 3 | 17 | 20 |
| grow | 94-1a4 | * | | 19 | 6 | 25 |
| growing | | | | 2 | 3 | 5 |
| growl | 13-4a | | | 2 | | 2 |
| growled | | | | | 1 | 1 |
| grown | | | | | 3 | 3 |
| guess | 57-1b | * | | 15 | 6 | 21 |
| guides | 50-1b | | | 1 | 1 | 2 |
| guns | 39-2a | * | | | 1 | 1 |
| ha | 26-3a | | 9 | 9 | 22 | 40 |
| habit | 28-3a | | | 1 | | 1 |
| had | 172-1a1 | * | 21 | 23 | 91 | 135 |
| hair | 84-1a5 | * | | 5 | 12 | 17 |
| half | 126-1a2 | * | | 1 | 4 | 5 |
| half-chick | | | | | 16 | 16 |
| half-open | | | | | 11 | 11 |
| halls | 66-1b | | | | 1 | 1 |
| hammer | 33-2b | * | | | 2 | 2 |
| hammered | | | | | 1 | 1 |
| hammering | | | | | 1 | 1 |
| hand | 148-1a2 | * | 1 | 10 | 1 | 12 |
| handle | 43-2a | * | | 1 | 3 | 4 |
| hang | 71-1b | * | | 1 | 7 | 8 |
| hanging | | | | | 2 | 2 |
| happen | 63-1b | | | | 1 | 1 |
| happened | | | | | 4 | 4 |
| happier | | | | | 1 | 1 |
| happiest | | | | | 3 | 3 |
| happy | 88-1a4 | * | 1 | 15 | 34 | 50 |
| hard | 103-1a3 | * | | 4 | 7 | 11 |
| harder | | | | | 1 | 1 |
| hardly | 43-2a | | | 1 | 1 | 2 |
| hare | 20-3b | | | | 10 | 10 |
| hare's | | | | | 1 | 1 |
| harm | 39-2a | | | 1 | 2 | 3 |
| Harriet | | | | 1 | | 1 |
| harvest | 44-2a | | | | 1 | 1 |
| has | 146-1a2 | * | 10 | | 25 | 35 |

| | | | | | | |
|---------------|---------|---|----|-----|-----|-----|
| hasn't | 9 | | | | 1 | 1 |
| hat | 67-1b | | | | 6 | 6 |
| hatched | 13-5a | | | | 1 | 1 |
| hate | 45-2a | | | | 1 | 1 |
| have | 194-1a1 | * | 43 | 39 | 70 | 152 |
| having | | | | 5 | | 6 |
| hay | 47-2a | * | | 2 | 11 | 13 |
| hay-cook | 5 | | 1 | | | 1 |
| hay-stack | | | | | 2 | 2 |
| he | 194-1a1 | | 78 | 143 | 315 | 536 |
| he's | 9 | | | | 5 | 5 |
| head | 132-1a2 | | 1 | 7 | 15 | 23 |
| health | 49-1b | | | | 2 | 2 |
| healthy | | * | | 1 | | 1 |
| heap | 35-2b | | | | 2 | 2 |
| hear | 114-1a2 | * | 5 | 6 | 8 | 19 |
| heard | 74-1b | * | 3 | 5 | 21 | 29 |
| heart | 92-1a4 | | 1 | 3 | 9 | 12 |
| heat | 62-1b | | | | 7 | 7 |
| Heaven | 59-1b | * | | | 2 | 2 |
| heavy | 82-1a5 | * | | | 5 | 5 |
| hedge | 25-3a | | | | 1 | 1 |
| heel | 45-2a | | | 1 | 5 | 6 |
| held | 71-1b | | | 1 | | 1 |
| he'll | 5 | | | 10 | | 10 |
| help | 109-1a3 | * | 6 | 13 | 31 | 50 |
| helped | | | | 2 | 3 | 5 |
| helping | | | | | 1 | 1 |
| helper | 11-5b | | | 2 | | 2 |
| hen | 43-2a | * | 14 | 25 | 22 | 61 |
| Henny-penny | | | | | 9 | 9 |
| her | 161-1a1 | * | 8 | 69 | 79 | 156 |
| herd | 29-2b | | 1 | | | 1 |
| here | 155-1a1 | * | 47 | 30 | 33 | 110 |
| here's | 6 | * | | 2 | | 2 |
| hero | 32-2b | | | 2 | | 2 |
| herself | 55-1b | | | | 6 | 6 |
| Hiawatha | 10-5b | | 5 | | | 5 |
| hid | 35-2b | | | 1 | 5 | 6 |
| hidden | 16-4a | | | | 1 | 1 |
| hide | 58-1b | * | 4 | | 5 | 9 |
| hide-and-seek | | | | | 1 | 1 |
| hiding | | | | | 1 | 1 |
| high | 141-1a2 | * | 13 | 8 | 15 | 36 |
| higher | | | | 2 | 3 | 5 |
| hill | 88-1a4 | * | | 1 | 16 | 17 |
| hillside | 17-4a | | | | 1 | 1 |
| hilltop | 4 | | | | 3 | 3 |
| him | 175-1a1 | * | 29 | 26 | 83 | 138 |
| himself | | | | 1 | 14 | 15 |
| hinder | 17-4a | | | | 1 | 1 |

| | | | | | | |
|------------------|---------|---|-----|-----|-----|-----|
| hints | 15-4b | | | | 1 | 1 |
| hippity-hop | | | 3 | | 1 | 4 |
| his | 194-1a1 | * | 7 | 50 | 128 | 185 |
| hiss | 19-3b | | | | 1 | 1 |
| hit | 32-2b | * | | 1 | 1 | 2 |
| ho | 16-4a | * | | 2 | | 2 |
| hold | 106-1a3 | * | | 1 | 4 | 5 |
| holding | | | | | 2 | 2 |
| hole | 60-1b | * | | 5 | 6 | 11 |
| Holland | 15-4b | | | | 1 | 1 |
| hollows | 43-2a | | | | 1 | 1 |
| hollyhock | | | | | 1 | 1 |
| holy | 39-2a | | | | 1 | 1 |
| home | 128-1a2 | * | 19 | 24 | 29 | 74 |
| homeward | 12-5a | | | | 1 | 1 |
| honest | 48-2a | | | | 1 | 1 |
| honey | 36-2a | * | | 1 | 1 | 2 |
| hop | 27-3a | * | 15 | 7 | 4 | 26 |
| hope | 93-1a4 | | | | 4 | 4 |
| hopped | | | | 2 | | 2 |
| hopperty | | | | | 2 | 2 |
| hopping | | | 1 | | | 1 |
| hoppity-kick | | | | | 7 | 7 |
| horn | 46-2a | * | 1 | 2 | | 3 |
| horrid | 13-5a | | | | 1 | 1 |
| horse | 108-1a3 | * | 7 | 20 | 19 | 41 |
| horsehoe | 5 | | | | 4 | 4 |
| hot | 80-1a5 | * | | 3 | 4 | 7 |
| hour | 105-1a3 | | | 2 | 4 | 6 |
| house | 147-1a2 | * | 6 | 48 | 23 | 77 |
| house-mother | | | | | 3 | 3 |
| house-people | | | | | 2 | 2 |
| how | 171-1a1 | * | 46 | 35 | 79 | 160 |
| howled | 27-3a | | | | 2 | 2 |
| huff | 4 | | | 3 | | 3 |
| hum | 22-3b | | | | 2 | 2 |
| humpity-hump | | | 1 | | | 1 |
| humming-bird | | | | | 2 | 2 |
| humph | | | | | 1 | 1 |
| hundred | 97-1a3 | * | | | 5 | 5 |
| hungry | 40-2a | * | | | 8 | 8 |
| hunt | 60-1b | | | 1 | | 1 |
| hunt-the-slipper | | | | 1 | | 1 |
| hurrah | 12 | | 3 | 3 | 6 | 12 |
| hurried | | | | | 2 | 2 |
| hurry | 51-1b | * | | 1 | 3 | 4 |
| hurrying | | | | | 1 | 1 |
| hurt | 55-1b | * | | 2 | 5 | 7 |
| hush-a-by | 27-3a | | | 4 | 2 | 6 |
| hut | | | | | 1 | 1 |
| I | 138-1a2 | * | 195 | 368 | 384 | 947 |

| | | | | | | |
|-----------------|---------|---|----|-----|-----|-----|
| ice | 61-1b | * | 15 | 1 | 15 | 31 |
| I'd | 15-4b | | | | 2 | 2 |
| idle | 35-2b | | | | 1 | 1 |
| if | 173-1a1 | * | 3 | 15 | 64 | 82 |
| ill | 59-1b | | | 2 | | 2 |
| I'll | 34-2b | * | 7 | 25 | 51 | 83 |
| I'm | 34-2b | * | 12 | 9 | 33 | 54 |
| image | 23-3a | | 12 | 1 | | 1 |
| in | 211-1a1 | * | 65 | 132 | 223 | 420 |
| indeed | 65-1b | | | 6 | 9 | 15 |
| Indian | 67-1b | * | | 1 | 2 | 3 |
| India-rubber | | | | | 1 | 1 |
| inside | 43-2a | * | | 1 | 3 | 4 |
| instead | 58-1b | | | 2 | | 2 |
| into | 163-1a1 | * | 4 | 20 | 57 | 81 |
| invite | 44-3a | | | | 1 | 1 |
| inviting | | | | | 1 | 1 |
| iron | 74-1b | * | | | 7 | 7 |
| is | 187-1a1 | * | 99 | 135 | 147 | 371 |
| isn't | 9 | * | 1 | 1 | 2 | 4 |
| it | 199-1a1 | * | 45 | 85 | 206 | 336 |
| its | 144-1a2 | | | | 18 | 18 |
| it's | 15-4b | * | | 11 | 2 | 13 |
| I've | 20-3b | * | | 2 | 13 | 15 |
| Jack | 38-2a | * | 9 | 4 | 4 | 17 |
| jacket | 13-5a | | | | 2 | 2 |
| jack-o'-lantern | | | | 2 | 3 | 5 |
| James | 42-2a | | | 2 | 11 | 13 |
| Jan | | | | | 14 | 14 |
| Jane | 12-5a | | | | 2 | 2 |
| Jay | 8 | | | 6 | | 6 |
| jars | 25-3a | | | | 1 | 1 |
| jaunty | | | | | 1 | 1 |
| Jennie | | | | | 1 | 1 |
| Joe | 14-4b | | 2 | | 1 | 3 |
| John | 77-1a5 | | 2 | | 3 | 5 |
| join | 57-1b | | | | 1 | 1 |
| jolly | 16-4a | | | 4 | 2 | 6 |
| journey | 51-1b | | | | 1 | 1 |
| joy | 65-1b | | | | 3 | 3 |
| judge | 56-1b | | | 3 | | 3 |
| jump | 49-1b | * | 17 | 7 | 4 | 28 |
| jumped | | | | 2 | 9 | 11 |
| jumping-jack | | | | | 1 | 1 |
| just | 140-1a2 | * | | 20 | 41 | 61 |
| Kate | 29-2b | | 4 | 5 | | 9 |
| keep | 112-1a2 | * | | 2 | 23 | 25 |
| keeping | | | | | 3 | 3 |
| kept | 67-1b | | | | 3 | 3 |
| keys | 38-2a | | | | 2 | 2 |
| kicked | 34-2b | | | | 1 | 1 |
| kicking | | | | | 1 | 1 |

| | | | | | | |
|----------|---------|---|----|----|----|----|
| kill | 81-1a5 | * | | 1 | 1 | 2 |
| killed | | * | | | 1 | 1 |
| kind | 118-1a2 | * | 1 | 6 | 8 | 15 |
| kindness | 31-2b | | | 1 | 3 | 4 |
| king | 99-1a3 | | 4 | 2 | 27 | 33 |
| kiss | 52-1b | * | | | 1 | 1 |
| kissed | | | | 1 | 1 | 2 |
| kitchen | 44-2a | * | | | 1 | 1 |
| kite | 14-4b | | 4 | 7 | 4 | 15 |
| kittens | 25-3a | * | | 8 | 3 | 11 |
| kitty | 15-4b | * | 17 | 4 | 7 | 28 |
| klang | | * | | | 3 | 3 |
| klung | | | | | 1 | 1 |
| knee | 52-1b | * | | | 1 | 1 |
| knew | 67-1b | * | | 1 | 5 | 6 |
| knife | 45-2a | * | | 1 | | 1 |
| knitting | 27-3a | | | | 1 | 1 |
| knocked | 39-2a | * | | 4 | | 4 |
| know | 171-1a1 | * | | 11 | 43 | 54 |
| knowing | | | | | 1 | 1 |
| lace | 32-2b | | | | 1 | 1 |
| lad | 40-2a | | | | 1 | 1 |
| ladies | 29-2b | | | | 2 | 2 |
| lady | 63-1b | * | | 10 | 13 | 23 |
| laid | 58-1b | | | | 4 | 4 |
| lake | 71-1b | | | | 3 | 3 |
| lambkin | | | | 22 | 1 | 23 |
| lamb | 39-2a | | 7 | 6 | 3 | 16 |
| land | 122-1a2 | * | | 1 | 8 | 9 |
| landed | | | | | 1 | 1 |
| lane | 25-3a | | | | 1 | 1 |
| lantern | 14-4b | | | 1 | | 1 |
| large | 123-1a2 | | | 8 | 9 | 17 |
| larger | | | | | 1 | 1 |
| language | 48-2a | | 1 | | | 1 |
| lark | 25-3a | | 1 | | | 1 |
| lash | 13-5a | | | 3 | | 3 |
| last | 149-1a2 | | | 3 | 27 | 30 |
| late | 98-1a3 | * | | | 4 | 4 |
| later | | | | | 2 | 2 |
| laugh | 78-1a5 | * | | 5 | 3 | 8 |
| laughed | | | 1 | 7 | 3 | 11 |
| laughing | | | | 2 | 3 | 5 |
| laughter | 28-3a | | | | 1 | 1 |
| lunch | 13-5a | | | | 1 | 1 |
| lay | 95-1a3 | * | | 3 | 12 | 15 |
| lazy | 29-2b | | | | 3 | 3 |
| lead | 80-1a5 | | | | 1 | 1 |
| leader | 41-2a | | | | 1 | 1 |
| leaf | 11-5b | * | | 2 | 1 | 3 |
| leafless | 6 | | | | 1 | 1 |
| leaflets | | | | 2 | 2 | 4 |

| | | | | | | |
|-----------|---------|---|----|-----|-----|-----|
| leafy | | | | 1 | | 1 |
| leap | 44-2a | | | | 9 | 9 |
| leaped | | | | | 2 | 2 |
| learn | 103-1a3 | * | | | 4 | 4 |
| learned | | | | | 3 | 3 |
| leave | 117-1a2 | * | 12 | 6 | 40 | 58 |
| led | 51-1b | | | | 2 | 2 |
| left | 119-1a2 | * | 2 | 2 | 4 | 8 |
| leg | 65-1b | * | | | 2 | 2 |
| legions | 41-4b | | | | 8 | 8 |
| lend | 28-3a | | | | 2 | 2 |
| lesson | 56-1b | * | | 1 | 3 | 4 |
| let | 132-1a2 | * | 31 | 20 | 18 | 69 |
| let's | 8 | * | | 6 | 3 | 9 |
| letter | 93-1a4 | * | 9 | 11 | 1 | 21 |
| lid | 19-3b | | | 1 | 1 | 2 |
| lie | 74-1b | | | | 4 | 4 |
| life | 117-1a2 | | | | 3 | 3 |
| lifted | 58-1b | | | | 1 | 1 |
| lifts | | | | 1 | | 1 |
| light | 120-1a2 | * | | 1 | 12 | 13 |
| like | 172-1a1 | * | 33 | 38 | 48 | 119 |
| liked | 172-1a1 | | 1 | 9 | 6 | 16 |
| likely | 25-3a | | | | 1 | 1 |
| likes | | | | | 2 | 2 |
| lilies | | | | 1 | | 1 |
| lily | 28-3a | | | 3 | 2 | 5 |
| Lincoln | 21-3b | | 1 | 6 | | 7 |
| line | 97-1a3 | * | | 3 | | 3 |
| lined | | | | | 1 | 1 |
| lion | 52-1b | * | | 21 | 24 | 45 |
| lion's | | | | | 3 | 3 |
| lips | 50-1b | | | | 1 | 1 |
| listen | 56-1b | * | | 1 | 2 | 3 |
| listened | | | | | 2 | 2 |
| listening | | | | | 3 | 3 |
| lit | 9 | | | | 1 | 1 |
| little | 172-1a1 | * | 69 | 225 | 261 | 555 |
| live | 139-1a2 | * | 6 | 8 | 9 | 23 |
| lived | | | 2 | 5 | 18 | 25 |
| living | | | | | 2 | 2 |
| lo | 15-4b | | | | 1 | 1 |
| load | 50-1b | | | | 6 | 6 |
| loaded | | | | | 1 | 1 |
| locked | 43-2a | | | | 8 | 8 |
| lonely | 61-4a | | | | 1 | 1 |
| long | 174-1a1 | * | 2 | 5 | 49 | 56 |
| longer | | | | | 3 | 3 |
| longest | | | | | 2 | 2 |
| look | 144-1a2 | * | 3 | 16 | 26 | 41 |

| | | | | | | |
|--------------|---------|---|----|----|-----|-----|
| looked | | * | 1 | 11 | 26 | 42 |
| looking | | * | 1 | 1 | 9 | 11 |
| Lord Mayor | | | 1 | | | 1 |
| lost | 76-1a5 | * | 1 | 4 | 10 | 15 |
| loud | 57-1b | | | 1 | 6 | 7 |
| loudly | | | | | 1 | 1 |
| love | 112-1a2 | * | 10 | | 11 | 21 |
| loved | | | 1 | 12 | 4 | 17 |
| luck | 24-3a | | | 2 | | 2 |
| Lucy | 13-5a | | | 1 | | 1 |
| lullaby | 6 | | | | 10 | 10 |
| loom | 12-5a | | | | 2 | 2 |
| loose | 47-2a | | | | 1 | 1 |
| loosens | 9 | | | | 1 | 1 |
| lovely | 44-2a | | | | 6 | 6 |
| loving | | | | | 4 | 4 |
| low | 91-1a4 | * | 5 | | 5 | 10 |
| lying | 37-2a | | | 3 | 3 | 6 |
| made | 107-1a3 | * | 7 | 16 | 29 | 52 |
| magic | 25-3a | | | | | |
| maiden | 35-2b | | | 1 | 7 | 7 |
| maim | | | | 1 | | 1 |
| make | 176-1a1 | * | 8 | 20 | 43 | 71 |
| make-believe | | | | | 1 | 1 |
| making | | * | | 1 | | 1 |
| mamma | 28-3a | * | | 10 | 21 | 31 |
| mamma's | | | | | 2 | 2 |
| man | 175-1a1 | * | 15 | 12 | 57 | 84 |
| mane | 12-5a | | | | 2 | 2 |
| manger | 11-5b | | | 1 | 4 | 5 |
| mantle | 22-3b | | | 1 | | 1 |
| many | 153-1a1 | * | 7 | 2 | 16 | 25 |
| maple | 16-4a | | | | 2 | 2 |
| marble | 35-2b | * | 7 | | 1 | 8 |
| March | 74-1b | * | | 1 | | 1 |
| marched | | | | | 1 | 1 |
| mare | 14-4b | | | | 2 | 2 |
| market | 61-1b | | | | 1 | 1 |
| Mary | 48-2a | | 12 | 40 | 2 | 54 |
| Mary's | | | | 1 | | 1 |
| mason | 13-5a | | | | 1 | 1 |
| master | 74-1b | | | 4 | 2 | 6 |
| mate | 30-2b | | | | 4 | 4 |
| matter | 107-1a3 | * | | 1 | 3 | 4 |
| may | 149-1a2 | * | 34 | | 27 | 61 |
| May | | * | 45 | 7 | | 52 |
| May's | | | 4 | | | 4 |
| maybe | 18-4a | | | | 1 | 1 |
| me | 157-1a1 | * | 34 | 86 | 106 | 226 |
| meadow | 44-2a | | 1 | 3 | 4 | 8 |
| mean | 100-1a3 | * | | | 3 | 3 |

| | | | | | | |
|--------------|---------|---|----|----|----|----|
| meat | 60-1b | * | | 7 | | 7 |
| medicine | 29-2b | * | | 3 | | 3 |
| meet | 104-1a3 | * | 7 | | 2 | 9 |
| melt | 45-2a | | | | 2 | 2 |
| men | 119-1a2 | * | 7 | 5 | 6 | 18 |
| mend | 25-3a | | | 4 | 2 | 6 |
| mentioned | 43-2a | | | | 1 | 1 |
| meow | 4 | | | 6 | 6 | 12 |
| Merlin | | | | | 15 | 15 |
| Merlin's | | | | | 1 | 1 |
| merchant | 39-2a | | | 1 | | 1 |
| merrily | 49-1b | | | | 1 | 1 |
| merry | | | | 6 | 9 | 15 |
| message | 38-2a | | | | 1 | 1 |
| met | 59-1b | | 5 | 11 | 13 | 29 |
| me | 18-4a | | 14 | | | 14 |
| mice | 18-4a | | 4 | 3 | 2 | 9 |
| middle | 65-1b | * | | | 2 | 2 |
| middle-sized | | | | 6 | 4 | 10 |
| might | 107-1a3 | * | | 3 | 5 | 8 |
| mild | 30-2b | | | 1 | | 1 |
| miles | | | | 1 | 1 | 2 |
| milk | 84-1a5 | * | | 7 | 13 | 20 |
| milk-pails | | | | | 3 | 3 |
| milk weed | 4 | | | | 1 | 1 |
| milky | 8 | | | | 1 | 1 |
| mill | 57-1b | | 2 | 2 | 6 | 10 |
| millar | 19-3b | | | | 8 | 8 |
| millar's | | | | | 1 | 1 |
| mill-stones | 7 | | | | 1 | 1 |
| millions | 43 | | | 6 | | 6 |
| mind | 88-1a4 | * | | 1 | | 1 |
| mine | 77-1a5 | * | | 4 | 2 | 6 |
| miner | 8 | | | | 5 | 5 |
| minute | 75-1b | * | | | 3 | 3 |
| miss | 83-1a5 | * | 2 | 2 | 2 | 6 |
| misses | | | | | 1 | 1 |
| mistake | 40-2a | | | | 2 | 2 |
| mister | | | | | 1 | 1 |
| misty | 9 | | | | 1 | 1 |
| mite | 3 | | | | 4 | 4 |
| mittens | 12-5a | | 3 | | | 3 |
| modest | 24-3a | | | | 1 | 1 |
| mold | 6 | | | 1 | | 1 |
| Moll | | | | | 1 | 1 |
| Molly | 8 | | | | 1 | 1 |
| Monday | 38-2a | * | | 1 | | 1 |
| monkeys | 19-4a | * | | | 1 | 1 |
| moo | | | 6 | 20 | 6 | 32 |
| moo-cow | | | 2 | | | 2 |

| | | | | | | |
|-------------|---------|---|----|----|-----|-----|
| moon | 65-1b | * | 3 | | 7 | 10 |
| more | 19-3b | * | | 7 | 9 | 16 |
| morning | 102-1a3 | * | 13 | 25 | 23 | 61 |
| morrow | 14-4b | | | 2 | | 2 |
| moss | 20-3b | | | | 3 | 3 |
| mossy | 7 | | | | 1 | 1 |
| most | 125-1a2 | * | | | 2 | 2 |
| mother | 109-1a3 | * | 34 | 30 | 42 | 106 |
| mother-bird | | | | | 2 | 2 |
| mother's | | | | 3 | 7 | 10 |
| mound | 14-4b | | | | 1 | 1 |
| mountain | 77-1a5 | | | | 6 | 6 |
| mouse | 38-2a | * | 1 | 5 | 12 | 18 |
| mouth | 69-1b | * | | 2 | 2 | 4 |
| move | 84-1a5 | * | | 4 | 1 | 5 |
| moved | | | | 2 | | 2 |
| moving | | | | 1 | | 1 |
| mow | 7 | | | | 1 | 1 |
| Mr. | 63-1b | * | 6 | | 13 | 19 |
| Mrs. | 54-1b | | 2 | | 3 | 5 |
| much | 157-1a1 | * | | 5 | 7 | 12 |
| mud | 34-2b | * | | | 1 | 1 |
| Muffet | 5 | | 4 | | | 4 |
| music | 71-1b | * | | | 1 | 1 |
| must | 115-1a2 | * | 7 | 20 | 39 | 66 |
| my | 152-1a1 | * | 35 | 85 | 120 | 240 |
| myself | 57-1b | * | | 2 | 2 | 4 |
| nail | 42-2a | * | | | 4 | 4 |
| name | 132-1a2 | * | | 7 | 5 | 12 |
| named | | | | 1 | 1 | 2 |
| nap | 15-4b | | | 1 | | 1 |
| Nat | 7 | | | 1 | | 1 |
| naughty | 15-4b | * | | 3 | 5 | 8 |
| near | 117-1a2 | * | | 6 | 10 | 16 |
| nearer | | | | | 1 | 1 |
| nearly | | * | | | 2 | 2 |
| neat | 27-3a | | | | 1 | 1 |
| neck | 58-1b | * | | | 1 | 1 |
| necklace | 9 | | | | 22 | 22 |
| Ned | 15-4b | | 70 | 2 | | 72 |
| Ned's | | | 6 | | | 6 |
| need | 109-1a3 | * | | 1 | 7 | 8 |
| needed | | | | | 2 | 2 |
| needle | 33-2b | * | | | 11 | 11 |
| neither | 57-1b | * | | | 5 | 5 |
| Nellie | 3 | | | | 1 | 1 |
| nest | 51-1b | * | | 9 | 40 | 49 |
| never | 111-1a3 | * | | | 24 | 24 |
| new | 160-1a1 | * | 11 | 9 | 14 | 34 |
| new-fallen | | | | | 1 | 1 |
| new-laid | | | | | 2 | 2 |

| | | | | | | |
|-----------|---------|---|----|----|-----|-----|
| next | 97-1a3 | * | | 2 | 12 | 14 |
| nibble | 8 | | | 1 | | 1 |
| nibbled | | | | | 1 | 1 |
| nice | 56-1b | * | 14 | 6 | 18 | 37 |
| nicely | | | | 1 | | 1 |
| nigh | 61-4a | | | | 1 | 1 |
| night | 122-1a2 | * | 5 | 6 | 16 | 27 |
| nimble | 11-5b | | 1 | | | 1 |
| nine | 59-1b | * | 1 | 3 | 5 | 9 |
| nipped | 10-5b | | | 1 | | 1 |
| no | 181-1a1 | * | 15 | 47 | 32 | 94 |
| nobody | 34-2b | * | | | 1 | 1 |
| nod | 31-2b | | 1 | | | 1 |
| noise | 49-1b | * | | 2 | 4 | 6 |
| Nekomis | | | 5 | | | 5 |
| none | 58-1b | * | 1 | 1 | | 2 |
| nonsense | 13-5a | | | | 1 | 1 |
| nor | 73-1b | | | 1 | 5 | 6 |
| north | 88-1a4 | | | 2 | 3 | 5 |
| Northland | | | 7 | | | 7 |
| nose | 50-1b | * | | 1 | 2 | 3 |
| not | 203-1a1 | * | 71 | 85 | 96 | 252 |
| nothing | 100-1a3 | * | | 1 | 9 | 10 |
| notice | 55-1b | | | | 1 | 1 |
| notion | 21-3b | | | | 1 | 1 |
| now | 174-1a1 | * | 19 | 16 | 35 | 70 |
| number | 104-1a3 | * | | 1 | | 1 |
| nurse | 39-2a | * | 3 | | | 3 |
| nursery | 9 | | | | 3 | 3 |
| nut | 47-2a | * | | 15 | 5 | 20 |
| O | 72-1b | | 16 | 8 | 20 | 44 |
| oak | 51-1b | | | 1 | 2 | 3 |
| oats | 27-3a | | | | 1 | 1 |
| obey | 47-2a | | | | 1 | 1 |
| o'clock | 45-3a | * | | 2 | 1 | 3 |
| October | 37-2a | | | | 2 | 2 |
| oddest | 30-2b | | | 1 | | 1 |
| o'er | 28-3a | | | | 3 | 3 |
| of | 205-1a1 | * | 30 | 86 | 230 | 346 |
| off | 105-1a3 | * | | 14 | 19 | 33 |
| often | 86-1a4 | | | 3 | 1 | 4 |
| oh | 67-1b | | 3 | 40 | 8b | 124 |
| old | 155-1a1 | * | 37 | 33 | 58 | 128 |
| older | | | | | 1 | 1 |
| oldest | | | | 1 | | 1 |
| on | 200-1a1 | * | 28 | 59 | 83 | 170 |
| once | 111-1a3 | * | | 23 | 26 | 49 |
| one | 199-1a1 | * | 27 | 62 | 89 | 178 |
| one's | | * | | | 5 | 5 |
| only | 156-1a1 | * | | 7 | 16 | 23 |
| oo-oo | | | | | 2 | 2 |

| | | | | | |
|------------|---------|---|----|----|-----|
| ope | | | | 1 | 1 |
| open | 126-1a2 | * | 4 | 3 | 7 |
| opened | | | 2 | 8 | 10 |
| or | 181-1a1 | * | 5 | 23 | 33 |
| oranges | 44-2a | * | | 5 | 5 |
| orchard | 30-2b | | 1 | 6 | 7 |
| order | 100-1a3 | | | 3 | 3 |
| ordered | | | | 1 | 1 |
| orioles | 6 | | | 1 | 1 |
| other | 168-1a1 | * | 1 | 26 | 36 |
| ouch | | * | | 1 | 1 |
| ouf | | | 2 | | 2 |
| ought | 49-1b | * | 2 | 2 | 4 |
| our | 172-1a1 | * | 11 | 21 | 65 |
| ourselves | 26-3a | | | 1 | 1 |
| out | 193-1a1 | * | 37 | 66 | 129 |
| outside | 60-1b | | | 2 | 2 |
| ovens | 22-3b | | | 1 | 1 |
| over | 162-1a1 | * | 3 | 30 | 52 |
| overturned | 31-5a | | | 1 | 1 |
| own | 117-1a2 | * | 3 | 5 | 8 |
| owned | | | | 3 | 3 |
| owner | 36-2b | | | 1 | 1 |
| ox | 36-2b | | | 3 | 3 |
| pack | 38-2a | * | 2 | | 2 |
| page | 65-1b | * | | 1 | 1 |
| pails | 25-3a | | | 1 | 1 |
| painting | 51-1b | | | 1 | 1 |
| painted | | | | 2 | 2 |
| pair | 60-1b | * | | 3 | 3 |
| palace | 41-2a | | | 7 | 7 |
| pan | 34-2b | * | 1 | | 1 |
| pancake | 10-5b | | 42 | | 42 |
| pansy | 12-5a | | 1 | | 1 |
| papa | 25-3a | * | 1 | 2 | 3 |
| paper | 92-1a4 | * | | 2 | 2 |
| parents | 41-2a | | | 1 | 1 |
| park | 42-2a | * | 23 | | 23 |
| part | 145-1a2 | * | | 2 | 2 |
| partners | 20-3b | | | 1 | 1 |
| party | 65-1b | * | 1 | 8 | 9 |
| pass | 112-1a2 | * | | 6 | 6 |
| passed | | | | 5 | 5 |
| passing | | | | 3 | 3 |
| past | 75-1b | * | | 4 | 4 |
| paste | 10-5b | * | | 1 | 1 |
| pat | 22-3b | * | 1 | | 1 |
| path | 52-1b | | | 12 | 12 |
| pathway | 10-5b | | | 1 | 1 |
| patient | 36-2b | | | 1 | 1 |
| patiently | | | | 1 | 1 |

| | | | | | | |
|---------------|---------|---|----|----|----|----|
| patted | | | | 2 | | 2 |
| pattering | 7 | | | 1 | | 1 |
| Pattie | | | | | 7 | 7 |
| Pattie's | | | | | 3 | 3 |
| Patty | 6 | | | 16 | | 16 |
| peace | 64-1b | | | | 1 | 1 |
| peanuts | 7 | | | | 3 | 3 |
| peek | 20-3b | | | 1 | | 1 |
| peek | 4 | | 4 | | | 4 |
| peek-a-boo | | | | 1 | 1 | 2 |
| Peep | 29-2b | * | | 11 | 7 | 18 |
| peeping | | | | 1 | 2 | 3 |
| peeped | | | | | 6 | 6 |
| pen | 51-1b | | | | 2 | 2 |
| pencil | 34-2b | | | | 1 | 1 |
| penny | 35-2b | * | | 1 | | 1 |
| people | 126-1a2 | * | | 1 | 10 | 11 |
| perfumes | 19-3b | | | | 1 | 1 |
| perhaps | 62-1b | | | | 3 | 3 |
| person | 76-1a5 | | | | 2 | 2 |
| Peter | 35-2b | | | | 5 | 7 |
| pets | 17-4a | | | | 2 | 2 |
| Phil | 26-3a | | | 1 | | 1 |
| pick | 53-1b | * | | 1 | 1 | 2 |
| picked | | | | 2 | 1 | 3 |
| pictures | 80-1a5 | * | 4 | | 1 | 5 |
| pie | 37-2a | * | | 7 | 3 | 10 |
| piece | 91-1a4 | * | | 3 | 2 | 5 |
| pie-man | | | | 4 | | 4 |
| pig | 39-2a | * | 16 | 45 | 1 | 62 |
| piggy | | | | 5 | | 5 |
| pig's | | | | | 1 | 1 |
| pile | 44-2a | * | | 2 | 5 | 7 |
| piled | | | | | 2 | 2 |
| pillow | 28-3a | * | | | 5 | 5 |
| pillowed | | | | | 1 | 1 |
| pillow-hill | | | | | 1 | 1 |
| pine | 35-2b | | | | 17 | 17 |
| pink | 29-2b | * | | 1 | 3 | 4 |
| pit-a-pat | | | | 1 | | 1 |
| pitcher | 19-3b | * | | | 8 | 8 |
| pitter-patter | | | | | 5 | 5 |
| place | 156-1a1 | * | | 7 | 10 | 17 |
| placed | | | | 1 | 3 | 4 |
| plain | 78-1a5 | | | | 1 | 1 |
| plan | 72-1b | | | | 1 | 1 |
| plane | 15-4b | | | | 1 | 1 |
| plant | 95-1a3 | * | 2 | 2 | | 4 |
| planted | | | | 2 | 3 | 5 |
| plaster | 10-5b | | | | 1 | 1 |
| plate | 46-2a | * | | | 1 | 1 |

| | | | | | | |
|------------|---------|---|----|----|----|----|
| play | 103-1a3 | | 32 | 37 | 26 | 95 |
| played | | * | 1 | 6 | 4 | 11 |
| playground | | | | | 1 | 1 |
| playing | | * | 3 | 7 | 5 | 15 |
| please | 93-1a4 | * | 6 | 11 | 15 | 32 |
| pleasant | 64-1b | | | 1 | 3 | 4 |
| plenty | 43-2a | | | | 1 | 1 |
| plow | 27-3a | * | 2 | | 2 | 4 |
| plowing | | | 1 | | | 1 |
| plum | 25-3a | | | | 1 | 1 |
| plumes | 17-4a | | | | 1 | 1 |
| plump | 12-5a | | | | 1 | 1 |
| plumped | | | | | 1 | 1 |
| pocket | 47-2a | * | | 1 | 2 | 3 |
| Pods | 5 | | | | 1 | 1 |
| poem | 27-3a | | | | 3 | 3 |
| point | 105-1a3 | * | | | 2 | 2 |
| pointed | | | | | 1 | 1 |
| pointing | | | | 2 | | 2 |
| pole | 47-2a | * | | | 1 | 1 |
| polite | 22-3b | | | 1 | 1 | 2 |
| politely | | | | | 1 | 1 |
| Polly | 8 | | | 1 | | 1 |
| pond | 33-2b | | | | 7 | 7 |
| pony | 26-3a | * | 7 | 8 | 15 | 30 |
| pony's | | | | | 9 | 9 |
| poor | 101-1a3 | * | | 3 | 15 | 18 |
| pop | 11-5b | * | | 1 | | 1 |
| popcorn | | | | | 2 | 2 |
| pop-gums | | | | | 1 | 1 |
| popped | | | | | 2 | 2 |
| poppies | 10-5b | | | | 3 | 3 |
| possible | 59-1b | | | | 1 | 1 |
| possibly | | | | | 1 | 1 |
| posies | | | | | 1 | 1 |
| postman | 7 | | 11 | | 1 | 12 |
| pot | 39-2a | * | | 4 | 3 | 7 |
| pound | 60-1b | * | | | 5 | 5 |
| poured | 45-2a | * | | 1 | | 1 |
| praise | 44-2a | | | 1 | 1 | 2 |
| prances | 7 | | | | 1 | 1 |
| pray | 45-2a | | | 1 | | 1 |
| present | 102-1a3 | | | | 2 | 2 |
| pretty | 81-1a5 | * | 14 | 13 | 27 | 54 |
| pricked | 19-3b | | | | 1 | 1 |
| prince | 55-1b | | 8 | | | 8 |
| printer | 5 | | | | 1 | 1 |
| printing | | | | | 1 | 1 |
| proper | 51-1b | | | | 1 | 1 |
| proud | 62-1b | | | | 5 | 5 |
| prouder | | | | | 5 | 5 |

| | | | | | |
|-----------------|---------|---|----|----|-----|
| proudly | | | | 1 | 1 |
| proverb | 9 | | | 2 | 2 |
| Prue | | | | 1 | 1 |
| puddles | 4 | | | 1 | 1 |
| puff | 24-3a | | 4 | | 4 |
| puffed | | | 3 | | 3 |
| pull | 58-1b | * | 1 | 6 | 7 |
| pulled | | | | 5 | 5 |
| pulse | 16-4a | | 4 | | 4 |
| pump | 23-3a | | | 11 | 11 |
| pumpkin | 14-4b | * | 6 | 23 | 29 |
| pumpkin-eater's | | | | 1 | 1 |
| pumpkin's | | | | 2 | 2 |
| pure | 53-1b | | 1 | 4 | 5 |
| purple | 33-2b | * | | 1 | 1 |
| purpose | 54-1b | | | 2 | 2 |
| purr | 6 | | 10 | | 10 |
| push | 40-2a | * | | 1 | 1 |
| pushed | | | | 1 | 1 |
| pussy | 21-3b | * | 4 | 2 | 6 |
| put | 131-1a2 | * | 25 | 12 | 37 |
| putting | | * | | 1 | 1 |
| quaint | 13-5a | | | 2 | 2 |
| quarrel | 34-2b | | 1 | 1 | 2 |
| quart | 19-3b | | | 3 | 3 |
| quarter | 60-1b | | | 1 | 1 |
| queen | 74-1b | | | 1 | 1 |
| queer | 21-3b | | 4 | 2 | 2 |
| queerest | | | | 1 | 1 |
| question | 74-1b | | | 1 | 1 |
| quick | 87-1a4 | * | 8 | 1 | 9 |
| quicker | | | | 1 | 1 |
| quickest | | | 1 | 1 | 2 |
| quickly | | | 2 | | 2 |
| quiet | 62-1b | * | 4 | 2 | 6 |
| quit | 32-2b | | 2 | | 2 |
| quite | 73-1b | * | | 3 | 4 |
| rabbit | 31-2b | * | 17 | 31 | 80 |
| race | 56-1b | * | | 9 | 9 |
| Rachel | 4 | | | 4 | 4 |
| 'rah | | | | 3 | 3 |
| raffl | 29-2b | | | 1 | 1 |
| rain | 83-1a5 | * | 5 | 6 | 15 |
| rainbow | 21-3b | | | 1 | 3 |
| rainy | 18-4a | | | 1 | 1 |
| raindrops | 7 | | | 1 | 1 |
| raised | 81-1a5 | | | 1 | 1 |
| rake | 16-4a | * | | 3 | 4 |
| raked | | | 1 | | 1 |
| ran | 56-1b | * | 71 | 23 | 148 |
| rap | 13-5a | | | 1 | 1 |
| ray | 35-2b | | | 2 | 2 |

| | | | | | | |
|------------|---------|---|----|------|----|----|
| reach | 93-1a4 | * | | | 1 | 1 |
| ready | 82-1a5 | * | 10 | 2 | 4 | 16 |
| reached | | | | 1 | 3 | 4 |
| read | 109-1a3 | * | 12 | 6 | 2 | 20 |
| reading | 109-1a3 | | | | 1 | 1 |
| real | 54-1b | * | | 5 | 1 | 6 |
| really | 36-2b | * | | 2 | 9 | 11 |
| red | 93-1a4 | * | 22 | 34 | 10 | 66 |
| redbird | | | 6 | | | 6 |
| regret | 21-3b | | | 1 | | 1 |
| reindeer | 11-5b | * | 3 | | | 3 |
| remarkable | 20-3b | | | | 1 | 1 |
| rest | 111-1a3 | * | | 2 | 4 | 6 |
| rested | | | | | 1 | 1 |
| restless | | | | | 1 | 1 |
| return | 68-1b | | | 1 | 2 | 3 |
| ribbon | 33-2b | * | | | 1 | 1 |
| rich | 90-1a4 | | | | 4 | 4 |
| Richard | 16-4a | | | | 15 | 15 |
| riddle | 16-4a | | | | 1 | 1 |
| ride | 81-1a5 | * | 13 | 11 | 1 | 25 |
| rider | 17-4a | | | | 1 | 1 |
| right | 120-1a2 | * | | 12 | 8 | 20 |
| ring | 69-1b | * | | 1 | 2 | 3 |
| ringing | | | | | 1 | 1 |
| ripe | 33-2b | | | | 2 | 2 |
| ripen | 17-4a | | | | 1 | 1 |
| rise | 72-1b | | | 1 | 1 | 2 |
| river | 1-1-1a3 | * | 1 | 1 | 13 | 15 |
| road | 89-1a4 | * | | 2 | 6 | 8 |
| roar | 42-2a | | | | 1 | 1 |
| roared | | | | 6 | | 6 |
| robber | 25-3a | | | | 2 | 2 |
| robin | 33-2b | * | | 10 - | 10 | 20 |
| rock | 85-1a4 | * | 4 | 1 | | 5 |
| rock-a-by | | | 8 | 2 | 2 | 12 |
| rocking | | | 1 | | | 1 |
| rode | 34-2b | * | | 3 | 1 | 4 |
| roll | 80-1a5 | * | | 8 | 11 | 9 |
| rolled | | | | 21 | 1 | 22 |
| rolls | | | | | 1 | 1 |
| roof | 52-1b | * | 1 | | 1 | 2 |
| room | 98-1a3 | * | | 2 | 6 | 8 |
| roots | 46-2a | | | 1 | 1 | 2 |
| rope | 36-2b | * | | 2 | | 2 |
| rose | 75-1b | * | | 15 | 4 | 19 |
| rose-bush | | | | 2 | | 2 |
| rosy | 17-4a | | | | 1 | 1 |
| round | 105-1a3 | * | | 25 | 23 | 48 |
| row | 54-1b | * | | 1 | 1 | 2 |
| Roy | 5 | | 17 | 13 | | 30 |
| rub-a-dub | | | | | 1 | 1 |
| rubbed | 33-2b | | | | 2 | 2 |

| | | | | | | |
|--------------|---------|---|----|-----|-----|-----|
| rule | 75-1b | | | | 2 | 2 |
| run | 115-1a2 | * | 45 | 25 | 15 | 85 |
| running | | * | | 3 | 4 | 7 |
| rushy | 57-1b | | | | 1 | 1 |
| Ruth | 22-3b | | 75 | 5 | | 80 |
| ruts | | | | | 1 | 1 |
| rye | 14-4b | | | 1 | | 1 |
| sad | 61-1b | | | | 5 | 5 |
| sadly | | | | | 2 | 2 |
| safe | 60-1b | | | 3 | 2 | 5 |
| safely | | | | 1 | | 1 |
| safest | | | | | 1 | 1 |
| safety | 33-2b | | | 2 | | 2 |
| said | 115-1a2 | * | 50 | 192 | 233 | 475 |
| sail | 82-1a5 | * | | | 6 | 6 |
| sailed | | | | | 3 | 3 |
| sailing | | | | | 1 | 1 |
| sailor | 36-2b | | | | 2 | 2 |
| salt | 53-1b | * | | | 4 | 4 |
| sand | 53-1b | * | | | 1 | 1 |
| sang | 34-2b | | | 4 | 3 | 7 |
| Santa Claus | 18-4b | * | 8 | 8 | 3 | 19 |
| sat | 59-1b | | 4 | 7 | 9 | 20 |
| Saturday | 31-2b | * | | 1 | | 1 |
| saucy | 9 | | | 1 | 2 | 3 |
| save | 84-1a5 | * | | 3 | 2 | 4 |
| saved | | | | 1 | 2 | 3 |
| saving | | | | 2 | | 2 |
| saw | 102-1a3 | * | 8 | 25 | 38 | 71 |
| say | 140-1a2 | * | 12 | 10 | 30 | 52 |
| saying | | | 1 | | 5 | 6 |
| scampers | 8 | | | | 1 | 1 |
| scarce | 48-2a | | | | 1 | 1 |
| scare | 25-3a | | | | 2 | 2 |
| scared | | * | | 1 | 1 | 2 |
| scarlet | 21-3b | | | | 1 | 1 |
| scattered | 39-2a | | | | 1 | 1 |
| school | 104-1a3 | * | 2 | 6 | 1 | 9 |
| school-house | 19-3b | | 1 | | | 1 |
| scissors | 13-5a | * | | 2 | 1 | 3 |
| scratch | 25-3a | | | 1 | | 1 |
| scratching | | | | 1 | 1 | 2 |
| screamed | 23-3a | | | | 1 | 1 |
| scrubbed | 21-5a | | | | 1 | 1 |
| sea | 100-1a3 | | | 6 | 8 | 14 |
| seams | 41-4b | | | | 2 | 2 |
| sea-shell | | | | | 1 | 1 |
| sea-shell's | | | | | 1 | 1 |
| seasons | 61-1b | | | | 1 | 1 |
| secret | 47-2a | | | | 9 | 9 |

| | | | | | | |
|-------------|---------|---|----|----|-----|-----|
| see | 172-1a1 | * | 72 | 51 | 88 | 211 |
| seed | 63-1b | * | | 4 | 7 | 11 |
| seeing | | | | | 2 | 2 |
| seek | 59-1b | | | | 9 | 9 |
| seem | 100-1a3 | * | | 2 | 2 | 4 |
| seemed | | | | | 6 | 6 |
| seen | 89-1a4 | * | | 7 | 19 | 26 |
| see-saw | | | 7 | | | 7 |
| sell | 68-1b | * | | 4 | 13 | 17 |
| send | 95-1a3 | * | | 3 | 10 | 13 |
| sent | | * | | 1 | 7 | 8 |
| service | 67-1b | | | | 1 | 1 |
| set | 110-1a3 | * | | | 4 | 4 |
| seven | 73-1b | * | 1 | | | 1 |
| several | 81-1a5 | | | | 1 | 1 |
| sewed | 43-2a | * | | | 1 | 1 |
| sewing | | | | 1 | 1 | 2 |
| shadow | 47-2a | | | 12 | | 12 |
| shady | 16-4a | | 1 | | 1 | 2 |
| shake | 50-1b | | | 3 | 1 | 4 |
| shaking | | | | 2 | 1 | 3 |
| shall | 116-1a2 | * | 42 | 37 | 33 | 112 |
| shame | 40-2a | | | | 1 | 1 |
| shan't | 5 | | | | 1 | 1 |
| share | 45-2a | | | | 1 | 1 |
| sharp | 49-2a | | | 1 | 1 | 2 |
| she | 97-1a3 | * | 17 | 86 | 114 | 217 |
| sheaves | 7 | | | | 1 | 1 |
| she'd | | | | | 2 | 2 |
| sheep | 67-1b | * | 15 | 24 | 3 | 42 |
| sheep-fold | | | | | 1 | 1 |
| sheet | 46-2a | | | | 2 | 2 |
| shell | 46-2a | * | | 2 | 2 | 4 |
| shepherdess | 3 | | | | 1 | 1 |
| shepherds | 32-2b | | | | 1 | 1 |
| she's | 5 | | | | 2 | 2 |
| shine | 64-1b | * | | | 1 | 1 |
| shining | | | | 1 | 3 | 4 |
| shines | | | | 1 | | 1 |
| shiny | | | | | 2 | 2 |
| ship | 87-1a4 | | | | 5 | 5 |
| shock | 33-2b | | | | 1 | 1 |
| shoe | 72-1b | * | | 28 | 21 | 49 |
| shone | 25-3a | | | | 1 | 1 |
| shoo | | | | 4 | | 4 |
| shook | 36-2b | | | 2 | 2 | 4 |
| shoot | 39-2a | * | | | 1 | 1 |
| shore | 63-1b | | | | 1 | 1 |
| short | 94-1a4 | | | 1 | 4 | 5 |
| shorter | | | | | 3 | 3 |
| should | 130-1a2 | * | 12 | 5 | 15 | 32 |
| shout | 52-1b | | | 3 | | 3 |

| | | | | | | |
|--------------|---------|---|----|----|----|----|
| show | 123-1a2 | * | | 3 | 7 | 10 |
| showed | | | | 1 | | 1 |
| showers | 36-2b | | | | 1 | 1 |
| shown | | | | | 2 | 2 |
| shut | 51-1b | * | | 2 | 1 | 3 |
| shuttle | 3 | | | | 1 | 1 |
| sick | 60-1b | * | 2 | 18 | 1 | 21 |
| sickest | | | | 1 | | 1 |
| side | 131-1a2 | | | | 7 | 7 |
| sidewalk | 16-4a | * | | 7 | | 7 |
| sighing | 41-2a | | | | 1 | 1 |
| sighed | | | | | 1 | 1 |
| sight | 77-1a5 | | 2 | | 3 | 5 |
| silent | 44-2a | | | | 1 | 1 |
| silk | 62-1b | * | | | 1 | 1 |
| silly | 17-4a | | | 1 | 2 | 3 |
| silver | 80-1a5 | * | | | 4 | 4 |
| silvery | | | | | 1 | 1 |
| Simple-Simon | | | | 5 | | 5 |
| since | 108-1a3 | | | | 5 | 5 |
| sing | 80-1a5 | * | 15 | 10 | 20 | 45 |
| singing | | | 1 | 2 | 11 | 14 |
| single | 56-1b | | | | 1 | 1 |
| sir | 69-1b | * | | 1 | 3 | 4 |
| sister | 78-1a5 | * | | 1 | 3 | 4 |
| sit | 85-1a4 | * | 9 | 6 | 6 | 21 |
| sitting | | * | 4 | 6 | 1 | 11 |
| six | 91-1a4 | * | 2 | 5 | 4 | 11 |
| sixty | 25-3a | | | | 1 | 1 |
| sixpence | 6 | | | 1 | | 1 |
| skate | 20-3b | * | 8 | 1 | | 9 |
| skating | | | 1 | | | 1 |
| skies | 3 | | | | 1 | 1 |
| skin | 56-1b | | | 1 | 2 | 3 |
| skip | 20-3b | * | 14 | 6 | | 20 |
| skipped | | | | | 1 | 1 |
| skipper | | | | | 1 | 1 |
| skipperty | | | | | 2 | 2 |
| skirts | 37-2a | | | | 1 | 1 |
| sky | 69-1b | * | 7 | 2 | 27 | 36 |
| slap | 9 | | | | 1 | 1 |
| sled | 11-5a | * | 6 | | 5 | 11 |
| sleep | 92-1a4 | | 7 | 13 | 24 | 44 |
| sleepiness | | | | | 1 | 1 |
| sleeping | | * | | 5 | 4 | 9 |
| sleepy | 21-3b | * | | | 1 | 1 |
| sleepy-head | | | | | 1 | 1 |
| slept | | | | 4 | 1 | 5 |
| slice | 14-4b | | | | 1 | 1 |
| slide | 28-3a | * | | 1 | | 1 |
| slightly | 41-2a | | | 1 | | 1 |
| slipped | 46-2a | | | | 1 | 1 |

| | | | | | | |
|-------------|---------|---|----|----|-----|-----|
| slipper | | * | | | 3 | 3 |
| slow | 70-1b | * | | 5 | 2 | 7 |
| slowly | | | | 2 | 6 | 8 |
| sly | 17-4a | | | 12 | 1 | 13 |
| smacked | 9 | | | | 3 | 3 |
| small | 118-1a2 | * | | 4 | 8 | 12 |
| smallest | | | | 1 | | 1 |
| smells | 41-2a | * | | | 1 | 1 |
| smile | 58-1b | | | 1 | 10 | 11 |
| smiled | | | | | 3 | 3 |
| smiling | | | | | 4 | 4 |
| smoke | 53-1b | * | | 1 | 1 | 2 |
| smooth | 48-2a | * | | 1 | 3 | 4 |
| snap | 28-3a | | | 1 | | 1 |
| snapped | | | | 11 | | 1 |
| snappy | | | | | 1 | 1 |
| snip | 5 | | | 1 | 3 | 4 |
| snort | | | | | 1 | 1 |
| snow | 72-1b | * | 8 | 14 | 7 | 29 |
| snow-bird | | | 10 | | 2 | 12 |
| snow flakes | 6 | | | 1 | 3 | 4 |
| snowing | | | 1 | | | 1 |
| snugly | 14-4b | | | | 1 | 1 |
| so | 188-1a1 | * | 34 | 84 | 136 | 254 |
| sobbing | 13-5a | | | | 1 | 1 |
| sofa | 11-5b | | | | 1 | 1 |
| soft | 79-1a5 | * | | 8 | 9 | 17 |
| softer | | | | 1 | | 1 |
| sold | 57-1b | * | | | 2 | 2 |
| soldiers | 77-1a5 | * | | | 3 | 3 |
| some | 181-1a1 | * | 21 | 29 | 43 | 93 |
| something | 86-1a4 | * | 1 | 6 | 23 | 30 |
| sometime | 583-1a5 | | 1 | | 5 | 6 |
| somewhere | 19-3b | | | | 11 | 11 |
| song | 68-1b | * | | 6 | 16 | 22 |
| soon | 130-1a2 | * | 7 | 42 | 29 | 78 |
| sorry | 42-2a | | | 3 | 4 | 7 |
| sort | 54-1b | | | | 2 | 2 |
| sound | 87-1a4 | * | | | 2 | 2 |
| soup | 25-3a | * | 4 | 7 | 1 | 12 |
| sour | 16-4b | * | | | 1 | 1 |
| south | 77-1a5 | | | | 1 | 1 |
| sow | 29-2b | | | 1 | | 1 |
| sparks | 20-3b | | | 2 | | 2 |
| speak | 87-1a4 | | | 2 | 7 | 9 |
| speaking | | | | 1 | 1 | 2 |
| speckled | 11-5b | | | | 2 | 2 |
| speed | 37-2a | | | 1 | | 1 |
| spent | 40-2a | | | | 1 | 1 |
| spider | 17-4a | * | | | 16 | 16 |
| spider-webs | | | | | 3 | 3 |

| | | | | | |
|----------------|---------|---|----|----|----|
| spilled | 11-5b | | | 1 | 1 |
| spin | 24-3a | | | 2 | 2 |
| spindle | 11-5b | | | 1 | 1 |
| spinning-wheel | | | | 1 | 1 |
| spite | 38-2a | | | 1 | 1 |
| splash | 11-5b | | 2 | 2 | 4 |
| splashed | | | 1 | | 1 |
| spoke | 52-1b | | | 1 | 1 |
| sponges | 12-5a | | | 2 | 2 |
| spools | 7 | | | 1 | 1 |
| spot | 62-1b | 4 | | | 4 |
| sprang | 28-3a | | | 1 | 1 |
| spread | 67-1b | | | 2 | 2 |
| uprightly | 8 | | | 1 | 1 |
| spring | 100-1a3 | * | | 18 | 18 |
| springtime | 9 | | 1 | 2 | 3 |
| sprites | 9 | | | 3 | 3 |
| spun | 13-5a | | | 1 | 1 |
| spy | 30-2b | | 12 | 1 | 14 |
| squeak | 12-5a | | | 1 | 1 |
| squeal | | | | 1 | 1 |
| squirm | | | | 1 | 1 |
| squirrel | 26-3a | * | | 24 | 27 |
| squirrel's | | | | 1 | 1 |
| stacks | 8 | | | 1 | 1 |
| stairs | | | | 5 | 5 |
| stamped- | 40-2a | | | 1 | 1 |
| stand | 118-1a2 | * | | 2 | 5 |
| standing | | * | | 1 | 4 |
| stands | | | | 1 | 1 |
| star | 72-1b | * | 4 | 1 | 21 |
| stares | | | | 1 | 1 |
| starry | | | | 1 | 1 |
| started | 78-1a5 | | | 12 | 12 |
| starting | | | | 1 | 1 |
| starts | | | | 2 | 3 |
| stay | 84-1a5 | * | 1 | 2 | 8 |
| stayed | | | | 5 | 5 |
| steady | 23-3a | | | 1 | 1 |
| steal | 41-2a | * | | 1 | 2 |
| stealing | | | | 2 | 2 |
| stealthy | 3 | | | 1 | 1 |
| steeple | 14-4b | | | 2 | 2 |
| stem | 27-3a | * | | 3 | 3 |
| stepped | 80-1a5 | . | | 1 | 1 |
| steps | | * | | 1 | 1 |
| stick | 68-1b | * | | 6 | 18 |
| stick-horse | | | | 1 | 1 |
| still | 114-1a2 | * | | 2 | 15 |
| stir | 43-2a | | | 1 | 1 |
| stitch | 18-4a | | | 6 | 6 |

| | | | | | | |
|--------------|---------|---|---|----|----|----|
| stockings | 31-2b | * | | 1 | 6 | 7 |
| stole | 28-3a | | | 1 | | 1 |
| stone | 82-1a5 | * | | 3 | 10 | 13 |
| stood | 69-1b | | | 5 | 10 | 15 |
| stop | 95-1a3 | * | | 18 | 4 | 22 |
| stopped | | * | | 2 | 6 | 8 |
| store | 71-1b | * | | 1 | 8 | 9 |
| store keeper | 5 | | | | 4 | 4 |
| story | 84-1a5 | * | 7 | 15 | 47 | 69 |
| stout | 25-3a | | | | 1 | 1 |
| straight | 68-1b | * | | 1 | 2 | 3 |
| strange | 66-1b | | | 3 | 9 | 12 |
| straw | 42-2a | * | | 5 | 13 | 18 |
| straying | 21-3b | | | | 1 | 1 |
| stream | 55-1b | | | | 3 | 8 |
| street | 91-1a4 | * | 6 | 3 | 11 | 20 |
| stretched | 49-2a | | | | 1 | 1 |
| stretches | | | | 1 | | 1 |
| stretching | | | | | 1 | 1 |
| string | 35-2b | * | | 1 | 1 | 2 |
| stripes | 18-4a | | 1 | | | 1 |
| strong | 98-1a3 | * | | 3 | 20 | 23 |
| stronger | | | | 8 | 1 | 9 |
| strongest | | | | 1 | 3 | 4 |
| stumbled | 51-4b | | | | 2 | 2 |
| stumped | 24-3a | | | | 3 | 3 |
| stumping | | | | | 1 | 1 |
| such | 157-1a1 | * | | | 9 | 9 |
| suddenly | 59-1b | | | | 2 | 2 |
| suffer | 58-1b | | | | 1 | 1 |
| sugar | 55-1b | * | | | 5 | 5 |
| suit | 67-1b | * | | 1 | 4 | 5 |
| summer | 87-1a4 | * | | 1 | 16 | 17 |
| summer's | | | | | 2 | 2 |
| sun | 94-1a4 | * | 1 | | 20 | 21 |
| sunbeams | 15-4b | | | 1 | 4 | 5 |
| Sunday | 49-2a | * | | 1 | | 1 |
| sundown | 3 | | | | 1 | 1 |
| sunflower | 5 | | | | 2 | 2 |
| sung | 22-3b | | | | 1 | 1 |
| sunlight | 14-4b | | | | 1 | 1 |
| sun-loving | | | | | 2 | 2 |
| sunny | 21-3b | | | 1 | 3 | 4 |
| sunrise | 11-5b | | | 2 | | 2 |
| sunshine | 34-2b | * | | 1 | 2 | 3 |
| supper | 46-2a | * | | 1 | 4 | 5 |
| suppose | 65-1b | * | | | 2 | 2 |
| sure | 94-1a3 | * | | 2 | 8 | 10 |
| surprise | 56-1b | | | | 2 | 2 |
| surprised | | | | | 2 | 2 |
| swallow | 38-2a | | | | 4 | 4 |

| | | | | | | |
|--------------|---------|---|----|----|----|----|
| sweep | 36-2b | * | | 4 | | 4 |
| sweet | 85-1a4 | * | 1 | 8 | 8 | 17 |
| sweetest | | | | 1 | | 1 |
| sweetly | | | 1 | 1 | | 2 |
| swell | 34-2b | | | 1 | | 1 |
| swept | 21-3b | | | | 1 | 1 |
| swift | 45-2a | | | | 2 | 2 |
| swim | 46-2a | * | | 2 | 1 | 3 |
| swing | 36-2b | * | 12 | | 1 | 13 |
| swinging | | | 1 | | | 1 |
| swords | 44-2a | | | | 1 | 1 |
| table | 90-1a4 | * | | 1 | 1 | 2 |
| tail | 54-1b | * | 1 | 17 | 38 | 56 |
| tailor | 31-2b | | | | 3 | 3 |
| tailoress | | | | 1 | | 1 |
| take | 162-1a1 | * | 13 | 18 | 15 | 46 |
| taken | | | | | 1 | 1 |
| taking | | * | | | 2 | 2 |
| talk | 92-1a4 | * | | | 1 | 1 |
| talking | | * | | 3 | | 3 |
| tall | 56-1b | | | 4 | 6 | 10 |
| taller | | | | | 1 | 1 |
| tallest | | | | 1 | | 1 |
| tan | 13-5a | | | 1 | | 1 |
| tapped | 28-3a | | | | 2 | 2 |
| taste | 53-1b | | | 1 | | 1 |
| tasted | | | | 3 | | 3 |
| tasting | | | | 3 | | 3 |
| taught | 49-2a | | | | 2 | 2 |
| tea | 46-2a | * | | 1 | 2 | 3 |
| teach | 67-1b | | 4 | 2 | 4 | 10 |
| teacher | 61-1b | * | 10 | | 1 | 11 |
| team | 31-2b | | | | 1 | 1 |
| tear | 63-1b | * | | 1 | 2 | 3 |
| tease | 10-5b | | | 1 | | 1 |
| teaspoonfull | 8 | | | 1 | | 1 |
| teeny | | | | | 2 | 2 |
| teetered | | | | | 1 | 1 |
| teeth | 33-2b | * | | 1 | | 1 |
| tell | 121-1a2 | * | 16 | 24 | 46 | 86 |
| telephone | 23-3a | * | 4 | | | 4 |
| telling | 121-1a2 | | | | 1 | 1 |
| tells | | | | | 24 | 24 |
| ten | 90-1a4 | * | 1 | 7 | 3 | 11 |
| tended | 27-3a | | | | 1 | 1 |
| than | 157-1a1 | * | | 10 | 14 | 24 |
| thank | 83-1a5 | * | 10 | 12 | 11 | 33 |
| thanked | | | | | 1 | 1 |
| Thanksgiving | 21-3b | * | 5 | | 9 | 14 |

| | | | | | | |
|------------|---------|---|-----|-----|------|------|
| that | 209-1a1 | * | 23 | 36 | 162 | 221 |
| that's | 3 | * | | 13 | 3 | 16 |
| the | 208-1a1 | * | 439 | 692 | 1519 | 2650 |
| thee | 65-1b | | | | 6 | 6 |
| their | 177-1a1 | * | 7 | 11 | 27 | 45 |
| them | 181-1a1 | * | 34 | 19 | 41 | 94 |
| themselves | 58-1b | | | | 1 | 1 |
| then | 173-1a1 | * | 20 | 84 | 116 | 220 |
| there | 194-1a1 | * | 20 | 53 | 74 | 147 |
| therefore | 8 | | | | 2 | 2 |
| there's | 13-5a | | | 4 | 1 | 5 |
| these | 142-1a2 | * | | 3 | 9 | 12 |
| they | 194-1a1 | * | 36 | 42 | 162 | 240 |
| they'll | 8 | | 1 | 1 | 2 | 4 |
| they're | 5 | | | | 3 | 3 |
| thick | 63-1b | | | | 1 | 1 |
| thief | 28-3a | | | | 1 | 1 |
| thin | 55-1b | | | | 1 | 1 |
| thing | 157-1a1 | * | | 10 | 8 | 18 |
| things | | * | 6 | | 10 | 16 |
| think | 124-1a2 | * | 6 | 13 | 36 | 55 |
| thinking | | | | | 5 | 5 |
| third | 88-1a4 | | | 5 | | 5 |
| thirteen | 25-3a | | | | 1 | 1 |
| this | 191-1a1 | * | 20 | 52 | 84 | 156 |
| those | 107-1a3 | * | | 2 | 7 | 9 |
| though | 90-1a4 | * | | | 8 | 8 |
| thought | 96-1a3 | * | | 9 | 23 | 32 |
| thousand | 94-1a4 | * | | | 1 | 1 |
| thread | 49-2a | * | | | 5 | 8 |
| three | 136-1a2 | * | 4 | 22 | | 26 |
| threshed | 12-5a | | | | 1 | 1 |
| threw | 37-2a | * | | | 3 | 3 |
| through | 149-1a2 | * | | 7 | 18 | 25 |
| thumb | 20-3b | * | | | 1 | 1 |
| thump | 12-5a | | | | 9 | 9 |
| Thursday | 35-2b | | | 1 | | 1 |
| thus | 71-1b | | | 1 | 1 | 2 |
| thy | 48-2a | | | | 2 | 2 |
| tickets | 23-3a | | 2 | | | 2 |
| tied | 50-1b | | | 1 | 1 | 2 |
| tiger | 16-4a | * | | | 3 | 3 |
| tight | 31-2b | * | | 1 | 1 | 2 |
| till | 78-1a5 | * | 2 | 2 | 14 | 18 |
| time | 183-1a1 | * | 13 | 15 | 43 | 71 |
| timid | 16-4a | | | 1 | 7 | 8 |
| tin | 25-3a | | | 4 | 1 | 5 |
| tiny | 36-2b | * | | 5 | 10 | 15 |
| tired | 61-1b | * | | 1 | 9 | 10 |
| 'tis | 23-3a | | | 1 | 1 | 2 |
| to | 208-1a1 | * | 170 | 270 | 470 | 910 |

| | | | | | | |
|-----------|---------|---|----|----|----|-----|
| toad | 12-5a | | | | 1 | 1 |
| toast | 14-4b | | | | 1 | 1 |
| today | 80-1a5 | * | 17 | 2 | 7 | 26 |
| toe | 23-3a | * | | 3 | 3 | 6 |
| together | 97-1a3 | * | | 1 | 10 | 11 |
| told | 75-1b | * | 3 | 7 | 32 | 42 |
| toil | 35-2b | | | 1 | | 1 |
| Tom | 28-2b | | 6 | 1 | 3 | 10 |
| tomorrow | 61-1b | * | 5 | 1 | 1 | 7 |
| tongue | 55-1b | * | | 2 | | 2 |
| tonight | 36-2b | | | | 1 | 1 |
| too | 119-1a2 | * | 21 | 34 | 33 | 88 |
| took | 79-1a5 | * | | 6 | 24 | 30 |
| to-o-ot | 5 | | | | 1 | 1 |
| top | 90-1a4 | * | | 5 | 12 | 17 |
| topknot | | | | | 3 | 3 |
| toss | 29-2b | | | 1 | 1 | 2 |
| tossed | | | | 1 | | 1 |
| touched | 72-1b | | | | 3 | 3 |
| toward | 75-1b | | | 1 | 1 | 2 |
| town | 93-1a4 | * | | | 4 | 4 |
| toy | 42-2a | * | 3 | 13 | 9 | 25 |
| track | 36-2a | * | | 7 | 1 | 8 |
| trade | 55-1b | | | 7 | 2 | 9 |
| trading | | | | 1 | | 1 |
| train | 83-1a4 | * | | 1 | | 1 |
| tramping | 16-4a | | | | 1 | 1 |
| travel | 69-1b | | | | 1 | 1 |
| traveler | | | | 5 | | 5 |
| Tray | 10-5b | | | | 2 | 2 |
| tread | 30-2b | | | 1 | | 1 |
| treadle | | | | | 2 | 2 |
| treat | 47-2a | | | 1 | 1 | 2 |
| treatment | 19-3b | | | | 1 | 1 |
| tree | 115-1a2 | * | 19 | 30 | 83 | 132 |
| tree-tops | | | | 1 | 2 | 3 |
| trembled | 35-2a | | | | 2 | 2 |
| trembling | | | | | 1 | 1 |
| trick | 33-2b | | | 2 | 16 | 18 |
| tried | 49-2a | | 3 | 1 | | 4 |
| trim | 36-2a | | | | 1 | 1 |
| trimmed | | | | | 1 | 1 |
| trimming | | | | | 1 | 1 |
| trip | 68-1b | | | 3 | 1 | 4 |
| tripping | | | | 1 | | 1 |
| trip-trap | | | | 6 | | 6 |
| troll | 10-5a | | | 29 | | 29 |
| trotted | 23-3b | | | 3 | | 3 |
| trotting | | | | 1 | | 1 |
| trouble | 73-1b | | | 1 | 5 | 6 |
| trousers | 18-4a | | | | 1 | 1 |

| | | | | | | |
|---------------|---------|---|----|----|----|-----|
| true | 95-1a3 | | | 6 | 12 | 18 |
| truly | | | | | 2 | 2 |
| trumpet | 25-3a | | | | 2 | 2 |
| trunk | 42-2a | * | | | 1 | 1 |
| truth | 67-1b | | | | 3 | 3 |
| truthful | 5 | | | | 1 | 1 |
| try | 95-1a3 | | | 8 | 7 | 15 |
| trying | | * | | 1 | 2 | 3 |
| tubs | 17-4a | * | | | 1 | 1 |
| Tuesday | 31-2b | * | | 2 | | 2 |
| tumbling | 26-3a | | | | 1 | 1 |
| tum-tum | | | | 1 | | 1 |
| tumpa | | | | 5 | | 5 |
| tum-too | | | | 5 | | 5 |
| tune | 26-3a | | | | 1 | 1 |
| turkey | 28-3a | * | | 1 | 22 | 23 |
| Turkey-Turkey | | | | | 8 | 8 |
| turn | 124-1a2 | * | | 4 | 5 | 9 |
| turning | | * | | | 2 | 2 |
| turned | | * | | | 8 | 8 |
| turtle | 14-4b | | | 10 | 16 | 26 |
| tut | | | 2 | | | 2 |
| twelve | 56-1b | * | | | 2 | 2 |
| twenty | 73-1b | * | | 1 | | 1 |
| twice | 43-2a | | | | 1 | 1 |
| twig | 21-3b | | | 1 | 1 | 2 |
| twinkle | 20-3b | | | 6 | 1 | 7 |
| twinkling | | | | | 1 | 1 |
| twirl | | | | | 1 | 1 |
| twirly | | | | | 1 | 1 |
| twist | 21-3b | | | | 1 | 1 |
| two | 157-1a1 | * | 8 | 28 | 12 | 48 |
| umph | | | | 8 | | 8 |
| ugly | 29-2b | | | | 2 | 2 |
| umbrella | 15-4b | * | | | 1 | 1 |
| unbutton | | | | 1 | | 1 |
| uncomfortable | 11-5b | | | | 1 | 1 |
| uncle | 54-1b | * | 5 | | 1 | 1 |
| under | 126-1a2 | * | 4 | 6 | 7 | 17 |
| underneath | 19-3b | | | | 1 | 1 |
| understood | 23-3a | | | | 1 | 1 |
| unfold | 13-5a | | | 1 | | 1 |
| uniforms | 25-3a | | | | 1 | 1 |
| unless | 44-2a | | | | 1 | 1 |
| until | 108-1a3 | * | | 1 | 15 | 16 |
| unwashed | | | 1 | | | 1 |
| up | 186-1a1 | * | 23 | 31 | 67 | 121 |
| upon | 132-1a2 | * | | 17 | 14 | 31 |
| upward | 25-3a | | | | 1 | 1 |
| us | 134-1a2 | * | 40 | 12 | 33 | 85 |
| use | 137-1a2 | * | | | 3 | 3 |

| | | | | | | |
|--------------|---------|---|----|----|-----|-----|
| valentine | 9 | | | | 3 | 3 |
| valley | 60-1b | | | | 3 | 3 |
| verse | 27-3a | | | | 1 | 1 |
| very | 161-1a1 | * | | 34 | 61 | 95 |
| vest | 23-3a | | | | 3 | 3 |
| village | 50-1b | | | | 1 | 1 |
| vine | 31-2b | | | 4 | 7 | 11 |
| vineyard | 10-5b | | | | 1 | 1 |
| violet | 19-3b | | | | 1 | 1 |
| visit | 81-1a5 | | 10 | 4 | | 14 |
| voice | 84-1a5 | | | 9 | 14 | 23 |
| wagons | 38-2a | * | | 4 | | 4 |
| wait | 78-1a5 | * | | 2 | 13 | 15 |
| waited | | | | | 4 | 4 |
| waiting | | | | 2 | 5 | 5 |
| wake | 48-2a | * | | 1 | 6 | 7 |
| waked | | | | | 4 | 4 |
| waken | 14-4b | | | 4 | 1 | 5 |
| wakened | | | | | 2 | 2 |
| waking | | | | 1 | 1 | 2 |
| walk | 108-1a3 | * | | 6 | 4 | 10 |
| walked | | | | | 7 | 7 |
| walking | | * | | | 1 | 1 |
| wall | 97-1a3 | * | 1 | | 2 | 3 |
| walls | | | | | 1 | 1 |
| walnut | 11-5b | | | 1 | 2 | 3 |
| wand | 20-3b | | | | 1 | 1 |
| wandered | 40-2a | | | | 1 | 1 |
| want | 110-1a3 | * | 23 | 29 | 29 | 81 |
| wanted | | * | 5 | 1 | 15 | 21 |
| ware | 17-4a | | | 1 | | 1 |
| warm | 88-1a4 | * | 6 | 9 | 17 | 32 |
| warmest | | | | 1 | | 1 |
| was | 188-1a1 | * | 11 | 83 | 193 | 187 |
| wash | 72-1b | * | 1 | 10 | | 11 |
| washed | | * | 3 | | 1 | 4 |
| washerwoman | | | | | 3 | 3 |
| washing | | * | | | 1 | 1 |
| Washington | 37-2a | | 1 | 4 | | 5 |
| waste | 54-1b | | | | 1 | 1 |
| watch | 84-1a5 | * | | | 4 | 4 |
| watched | | | | 2 | 5 | 7 |
| watches | | | | | 2 | 2 |
| watching | | | | | 4 | 4 |
| water | 139-1a2 | * | | 17 | 45 | 62 |
| water-fairy | | | | | 2 | 2 |
| water-folk | | | | | 1 | 1 |
| water-plants | | | | | 1 | 1 |
| wave | 62-1b | | | | 1 | 1 |
| way | 167-1a1 | * | | 23 | 31 | 54 |

| | | | | | | |
|------------|---------|---|-----|----|----|-----|
| we | 170-1a1 | * | 112 | 39 | 71 | 222 |
| weakest | 58-1b | | | 1 | | 1 |
| wealthy | 19-3b | | | 1 | | 1 |
| wear | 75-1b | * | | 2 | 6 | 8 |
| weary | 29-2b | | | | 1 | 1 |
| weather | 60-1b | | | 1 | 1 | 2 |
| weave | 25-3a | | | | 2 | 2 |
| weaver | 9 | | | 2 | 1 | 3 |
| weaves | | | | 1 | | 1 |
| webs | 21-3b | | | | 1 | 1 |
| we'd | 3 | | | | 4 | 4 |
| Wednesday | 33-2b | | | 1 | | 1 |
| wee | 25-3a | | | 4 | 15 | 19 |
| weeps | 38-2a | | | | 1 | 1 |
| welcome | 41-2a | | | | 1 | 1 |
| well | 160-1a1 | * | | 25 | 25 | 50 |
| we'll | 19-3b | * | | 3 | 11 | 14 |
| went | 94-1a4 | * | 7 | 29 | 82 | 118 |
| we're | 5 | * | | 2 | 1 | 3 |
| were | 180-1a1 | * | 12 | 28 | 55 | 95 |
| west | 72-1b | | | 15 | 7 | 22 |
| wet | 43-2a | * | | 1 | 3 | 4 |
| what | 188-1a1 | * | 27 | 57 | 92 | 176 |
| whatever | 39-2a | | | | 3 | 3 |
| wheat | 52-1b | | 12 | | 10 | 22 |
| wheels | 53-1b | * | | 1 | 2 | 3 |
| when | 193-1a1 | * | 7 | 29 | 83 | 119 |
| where | 166-1a1 | * | 7 | 20 | 39 | 66 |
| wherever | 24-3a | | | | 1 | 1 |
| whether | 59-1b | | | | 1 | 1 |
| which | 181-1a1 | * | | 7 | 5 | 12 |
| while | 138-1a2 | * | | 3 | 16 | 19 |
| whips | 32-2b | * | | 6 | | 6 |
| whirl | 22-3b | | | | 1 | 1 |
| whirling | | | | | 1 | 1 |
| whirly | | | | | 1 | 1 |
| whisky | | | | | 2 | 2 |
| whisper | 42-2a | | | | 1 | 1 |
| whispering | | | | | 1 | 1 |
| whispered | | | | | 2 | 2 |
| whistle | 39-2a | * | | | 2 | 2 |
| white | 120-1a2 | * | 3 | 26 | 34 | 63 |
| whitest | | | | | 1 | 1 |
| whit-teer | | | 4 | | | 4 |
| who | 184-1a1 | * | 16 | 24 | 25 | 65 |
| whole | 97-1a3 | * | | 1 | 7 | 8 |
| whose | 72-1b | * | | | 1 | 1 |
| why | 143-1a2 | * | 12 | 9 | 35 | 56 |
| wide | 89-1a4 | * | 1 | 3 | 4 | 8 |
| widow | 23-3b | | | 1 | | 1 |
| wields | 9 | | | 1 | | 1 |
| wig | 13-5a | | | 7 | | 7 |

| | | | | | | |
|-------------|---------|---|-----|----|----|-----|
| wigwam | 14-4b | | 1 | | | 1 |
| wild | 69-1b | | | | 1 | 1 |
| will | 166-1a1 | | 109 | 72 | 87 | 268 |
| Willie | | | | | 8 | 8 |
| Willie's | | | | | 3 | 3 |
| wind | 89-1a4 | * | 7 | 33 | 45 | 85 |
| windmill | 15-4b | | | 18 | 3 | 21 |
| windmill's | | | | | 2 | 2 |
| window | 84-1a5 | * | | 1 | 15 | 16 |
| windowpane | | | | | 1 | 1 |
| wind's | | | | | 2 | 2 |
| windy | | | | 1 | | 1 |
| wing | 56-1b | | | 6 | 6 | 12 |
| winging | | | | | 1 | 1 |
| winks | 21-3b | | | | 1 | 1 |
| wins | 58-1b | | | 4 | 1 | 5 |
| winter | 91-1a4 | * | | 3 | 8 | 11 |
| wise | 64-1b | | | 2 | 11 | 13 |
| wish | 104-1a3 | * | | 17 | 23 | 40 |
| wished | | | | | 4 | 4 |
| wishes | | * | | 1 | 3 | 4 |
| wishing | | | | | 1 | 1 |
| with | 208-1a1 | * | 18 | 44 | 95 | 157 |
| within | 67-1b | | | 1 | 2 | 3 |
| without | 107-1a3 | | | 1 | 6 | 7 |
| woke | 16-4a | | | 18 | 2 | 20 |
| wolf | 41-2a | * | 36 | 30 | 5 | 71 |
| woman | 120-1a2 | * | 14 | 7 | 9 | 30 |
| won | 40-2a | | | 2 | | 2 |
| wonder | 64-1b | * | | 4 | 2 | 6 |
| wonderful | 58-1b | | | 2 | 4 | 6 |
| won't | 29-2b | * | | 1 | 5 | 6 |
| wood | 92-1a4 | * | 6 | 5 | 24 | 35 |
| wooden | 29-2b | | | | 1 | 1 |
| wood pecker | 9 | * | | | 1 | 1 |
| wood-pile | | | | | 4 | 4 |
| woof | 3 | | 2 | 6 | 2 | 10 |
| wool | 38-2a | | | 6 | 4 | 10 |
| woolen | 15-4b | | | | 1 | 1 |
| woo-oo | | | 2 | | | 2 |
| word | 114-1a2 | * | | 3 | 5 | 8 |
| work | 151-1a1 | * | | 18 | 8 | 26 |
| worked | | | | 1 | | 1 |
| working | | | 2 | | 1 | 3 |
| worker | 22-3b | | | 1 | | 1 |
| world | 121-1a2 | | | 4 | 17 | 21 |
| worm | 32-2b | * | | 2 | 11 | 13 |
| worm's | | | | | 1 | 1 |
| worse | 46-2a | | | | 2 | 2 |
| would | 166-1a1 | * | 12 | 12 | 31 | 55 |
| wouldn't | 15-4b | * | | | 4 | 4 |
| woven | 14-4b | | | | 1 | 1 |

| | | | | | | |
|-----------|---------|---|-----|-----|-----|-----|
| wow | | | | | 2 | 2 |
| wrung | 11-5b | | | | 1 | 1 |
| write | 93-1a4 | * | | 1 | 3 | 4 |
| yard | 58-1b | * | | 4 | 7 | 11 |
| yarn | 11-5b | | | | 3 | 3 |
| yawned | 14-4b | | | | 1 | 1 |
| ye | 32-2b | | | | 4 | 4 |
| year | 151-1a1 | * | | 2 | 10 | 12 |
| yellow | 50-1b | * | 1 | 5 | 12 | 18 |
| yes | 75-1b | * | 31 | 28 | 13 | 72 |
| yet | 96-1a3 | * | | | 3 | 3 |
| yonder | 28-2b | | | | 1 | 1 |
| you | 188-1a1 | * | 145 | 238 | 289 | 672 |
| you'd | 11-5b | | | 1 | 1 | 2 |
| you'll | 18-4a | | | 2 | 1 | 3 |
| young | 97-1a3 | | | 1 | 1 | 2 |
| youngest | | | | 1 | | 1 |
| your | 159-1a1 | * | 22 | 40 | 41 | 103 |
| you're | 14-4b | | | | 1 | 1 |
| yours | 22-3b | * | | 1 | | 1 |
| yourself | 49-2a | * | | | 6 | 6 |
| zum-m-m-m | | | | | 2 | 2 |

INDEX OF WORD LISTS.

| Word list No. | Page. |
|---|-------|
| 1. WORDS COMMON TO TEN SECOND READERS.--HOUSH's STUDY. IN THE ORDER OF THEIR FREQUENCIES IN THE TEN BOOKS - - - - - | 80. |
| 2. THE ONE-HUNDRED WORDS OF HIGHEST CREDIT NUMBER IN THE THORNDIKE WORD LIST SHOWING THE NUMBER OF TIMES EACH WORD IS USED IN EACH OF THE THREE KANSAS READERS - - - - - | -83. |
| 3. WORDS OF THE COMBINED VOCABULARIES OF THE THREE KANSAS PRIMARY READERS WHICH HAVE THORNDIKE WORD LIST CREDIT NUMBERS BELOW 10, AND THEIR FREQUENCIES IN THE KANSAS PRIMARY READERS & - | 85. |
| 4. WORDS IN THE THREE KANSAS PRIMARY READERS NOT IN THE THORNDIKE LIST - - - - - | -86. |
| 5. WORDS IN THE KANSAS PRIMER AND KANSAS FIRST READER NOT FOUND IN THE HORN LIST OF WORDS COMMONLY USED BY CHILDREN UP TO AND INCLUDING SIX YEARS OF AGE - - - - - | - 88. |
| 6. WORDS USED IN THE KANSAS PRIMER AND KANSAS FIRST READER BUT NOT APPEARING IN THE WORD LIST OF THESE BOOKS - - - - - | 92. |

WORD LIST NO. 1.

WORDS COMMON TO TEN SECOND READERS.— HOUSH'S STUDY.
IN THE ORDER OF THEIR FREQUENCIES IN THE TEN BOOKS.

| | | | |
|--------|--------|----------|---------|
| the | very | must | every |
| and | when | made | play |
| to | we | let | poor |
| a | no | ran | bird |
| I | out | think | great |
| he | come | about | wind |
| in | this | man | I'll |
| you | day | look | looked |
| it | can | take | once |
| of | did | pretty | off |
| is | mother | went | money * |
| said | away | here | morning |
| little | old | too | door |
| was | were | where | cat |
| they | your | well | dog |
| she | how | put | find |
| that | now | give | an |
| his | some | may | help |
| not | from | tell | red |
| for | into | over | two |
| will | could | just | asked |
| on | would | never | only |
| so | buy | back | say |
| at | down | many | want |
| her | if | again | flowers |
| me | by | water | last |
| all | oh | why | upon |
| then | came | way | or |
| as | home | use | three |
| but | who | shall | yes |
| are | tree | each | father |
| my | big | happy | leaves |
| one | am | thought | run |
| do | like | white | other |
| be | their | Mr. | hear |
| had | good | hen | gave |
| with | get | dear | don't |
| have | time | its | sing |
| what | has | our | kind |
| him | saw | eat | been |
| them | make | soon | before |
| see | know | children | keep |
| here | house | more | eyes |
| go | long | going | found |
| up | | | |

* Words not in the combined vocabularies of the Kansas primary readers.

began
 girl
 first
 lived
 night
 beautiful
 these
 thou *
 please
 much
 cried
 after
 mother
 brook
 nest
 sun
 took
 fire
 head
 bird
 heard
 under
 does
 still
 baby
 fly
 hill
 sing
 any
 warm
 always
 around
 called
 child
 sleep
 should
 told
 boys
 ever
 through
 afraid
 please
 things
 ground
 sky
 while
 right
 voice
 bright
 better
 flew
 live

wish
 fast
 himself
 place
 sweet
 until
 which
 bear
 spring
 glad
 strong
 hand
 near
 brother
 says
 work
 school
 best
 sometimes
 call
 horse
 fish
 cold
 nice
 something
 till
 bring
 shoes
 woman
 name
 grow
 small
 sat
 wise
 yellow
 black
 far
 looking
 open
 snow
 woods
 got
 grass
 high
 nest
 winter
 coming
 feet
 fell
 gold
 jump
 gone

room
 seen
 behind
 blue
 might
 rose
 four
 hard
 wanted
 fall
 nothing
 river
 soft
 food
 full
 together
 people
 corn
 lay
 country
 catch
 field
 done
 round
 such
 thank
 Ye
 new
 dark
 bread
 large
 rest
 asleep
 barn
 buy
 dress
 eggs
 town
 air
 cannot *
 goes
 talk
 green
 light
 set
 stop
 hay
 care
 summer
 large
 today
 try

walk
 brought
 face
 hold
 watch
 basket
 because
 carry
 instead
 angry
 clear
 stock *
 book
 wings
 garden
 stay
 stop
 window
 guess
 oak
 picked
 fat
 jumped
 named
 ready
 everything
 joy
 net*
 own
 show
 use
 across
 alone
 bad
 brown
 fun
 hole
 leaf
 ride
 thing
 almost
 lady
 eating
 set
 side
 those
 among
 hat
 need
 running
 top
 kept

sad
across
month
often
quite
threw
anything
please
heart
nor
shine
wide
word
earth
felt
follow

years
Christmas
rain
answer
deep
mind
softly
ask
golden
learn
stand
gentle
sent
true
sell
evening

winning *
five
sail
city
forget
then
neck
teacher
beside
busy
yet
yourself
pup *
farm *
January *
six

both
early
crept
mine
feal
hope
part
ten
making
paper
middle
doing
lame
picture
mean

WORD LIST NO. 2.

THE ONE-HUNDRED WORDS OF HIGHEST CREDIT NUMBER IN THORNDIKE'S WORD LIST SHOWING THE NUMBER OF TIMES EACH WORD IS USED IN EACH OF THE THREE KANSAS PRIMARY READERS.

| Words | Thorndike Credit No. | Primer. | First Reader. | Second Reader. | Total Vocab. |
|---------|-------------------------|---------|------------------|-------------------|-----------------|
| a | 208 | 150 | 333 | 431 | 911 |
| about | 172 | 4 | 12 | 12 | 28 |
| after | 158 | 16 | 11 | 22 | 49 |
| again | 151 | 3 | 7 | 25 | 35 |
| against | 114 | | | 6 | 6 |
| all | 203 | 25 | 53 | 43 | 121 |
| an | 181 | 3 | 8 | 18 | 29 |
| and | 210 | 230 | 347 | 717 | 1294 |
| any | 158 | | 5 | 6 | 11 |
| are | 183 | 61 | 46 | 101 | 208 |
| as | 204 | 8 | 52 | 104 | 164 |
| at | 203 | 11 | 26 | 93 | 130 |
| be | 206 | 40 | 34 | 63 | 137 |
| been | 159 | 6 | 14 | 11 | 31 |
| before | 159 | | 6 | 14 | 20 |
| but | 196 | 14 | 43 | 107 | 164 |
| by | 191 | 15 | 19 | 51 | 85 |
| come | 151 | 64 | 35 | 82 | 181 |
| day | 176 | 12 | 62 | 53 | 127 |
| do | 180 | 43 | 45 | 108 | 196 |
| every | 151 | | 16 | 26 | 42 |
| for | 201 | 42 | 72 | 147 | 261 |
| from | 195 | 45 | 36 | 44 | 125 |
| go | 160 | 43 | 34 | 82 | 159 |
| good | 168 | 43 | 51 | 41 | 135 |
| great | 159 | | 5 | 21 | 26 |
| had | 172 | 21 | 23 | 91 | 135 |
| have | 194 | 43 | 39 | 70 | 152 |
| he | 194 | 78 | 143 | 315 | 536 |
| her | 161 | 8 | 69 | 79 | 156 |
| here | 155 | 47 | 30 | 33 | 110 |
| him | 175 | 29 | 26 | 83 | 138 |
| his | 194 | 7 | 50 | 128 | 185 |
| how | 171 | 46 | 35 | 79 | 160 |
| if | 178 | 3 | 15 | 64 | 82 |
| in | *211 | 65 | 132 | 223 | 420 |
| into | 163 | 4 | 20 | 57 | 81 |
| is | 187 | 99 | 125 | 147 | 371 |

| | | | | | |
|--------|-----|-----|-----|------|------|
| it | 144 | 45 | 85 | 206 | 336 |
| know | 171 | | 11 | 43 | 54 |
| like | 172 | 33 | 38 | 48 | 119 |
| little | 172 | 69 | 225 | 261 | 555 |
| long | 174 | 2 | 5 | 49 | 56 |
| make | 176 | 8 | 20 | 43 | 71 |
| man | 175 | 15 | 12 | 57 | 84 |
| many | 153 | 7 | 2 | 16 | 25 |
| me | 157 | 34 | 86 | 106 | 226 |
| much | 157 | | 5 | 7 | 12 |
| my | 152 | 35 | 85 | 120 | 240 |
| new | 160 | 11 | 9 | 14 | 34 |
| no | 181 | 15 | 47 | 32 | 94 |
| not | 203 | 71 | 85 | 96 | 252 |
| now | 174 | 19 | 16 | 35 | 70 |
| of | 205 | 30 | 86 | 230 | 346 |
| old | 155 | 37 | 83 | 58 | 128 |
| on | 200 | 28 | 59 | 83 | 170 |
| one | 199 | 27 | 62 | 89 | 178 |
| only | 156 | | 7 | 16 | 23 |
| or | 181 | 5 | 5 | 23 | 33 |
| other | 168 | 1 | 9 | 26 | 36 |
| our | 172 | 11 | 33 | 21 | 65 |
| out | 193 | 37 | 26 | 66 | 129 |
| over | 168 | 3 | 19 | 30 | 52 |
| place | 156 | | 7 | 10 | 17 |
| see | 172 | 72 | 51 | 88 | 211 |
| so | 188 | 34 | 84 | 136 | 254 |
| some | 181 | 21 | 29 | 43 | 93 |
| such | 157 | | | 9 | 9 |
| take | 162 | 13 | 18 | 15 | 46 |
| than | 157 | | 10 | 14 | 24 |
| that | 209 | 23 | 36 | 162 | 221 |
| the | 208 | 439 | 692 | 1519 | 2650 |
| their | 177 | 7 | 11 | 27 | 45 |
| them | 181 | 34 | 19 | 41 | 94 |
| then | 173 | 20 | 84 | 116 | 220 |
| there | 194 | 20 | 53 | 74 | 147 |
| they | 194 | 36 | 42 | 162 | 240 |
| thing | 157 | | 10 | 8 | 18 |
| this | 191 | 20 | 52 | 84 | 156 |
| time | 183 | 13 | 15 | 43 | 71 |
| to | 208 | 170 | 270 | 470 | 910 |
| two | 151 | 8 | 28 | 12 | 48 |
| up | 168 | 23 | 31 | 37 | 121 |
| very | 161 | | 34 | 61 | 95 |
| was | 188 | 11 | 83 | 193 | 287 |
| way | 167 | | 23 | 31 | 54 |
| we | 170 | 112 | 39 | 71 | 222 |
| well | 160 | | 25 | 25 | 50 |

| | | | | | |
|-------|-----|-----|-----|-----|-----|
| were | 180 | 12 | 28 | 55 | 95 |
| what | 188 | 27 | 57 | 92 | 176 |
| when | 193 | 7 | 29 | 83 | 119 |
| where | 166 | 7 | 20 | 39 | 66 |
| which | 181 | | 7 | 5 | 12 |
| who | 184 | 16 | 24 | 25 | 65 |
| will | 166 | 109 | 72 | 87 | 268 |
| with | 208 | 18 | 44 | 95 | 157 |
| work | 151 | | 18 | 8 | 26 |
| would | 166 | 12 | 12 | 31 | 55 |
| year | 151 | | 2 | 10 | 12 |
| you | 183 | 145 | 238 | 289 | 672 |
| your | 159 | 22 | 40 | 41 | 103 |

WORD LIST NO. 3.

WORDS OF THE COMBINED VOCABULARIES OF THE THREE KANSAS
PRIMARY READERS WHICH HAVE THORNDIKE WORD LIST CREDIT
NUMBERS BELOW 10, AND THEIR FREQUENCIES IN THE KANSAS
PRIMARY READERS.

6

| Credit Times | | | Credit Times | | | Credit Times | | |
|--------------|---------|------|--------------|---------|------|--------------|---------|------|
| Words | Numbers | Used | Words | Numbers | Used | Words | Numbers | Used |
| abed | 5 | 1 | dandelion | 7 | 5 | nursery | 9 | 3 |
| able | 5 | 1 | daring | 8 | 2 | orioles | 6 | 1 |
| Amy | 6 | 4 | dimpled | 8 | 2 | pattering | 7 | 1 |
| arrant | 7 | 1 | dizzy | 9 | 1 | Patty | 6 | 16 |
| asters | 3 | 3 | Don | 7 | 32 | peanuts | 7 | 3 |
| bachelor's | 8 | 1 | doorstep | 4 | 3 | peek | 4 | 4 |
| ballads | 8 | 1 | downy | 5 | 1 | Pods | 5 | 1 |
| balloon | 5 | 1 | drake | 7 | 1 | Polly | 8 | 1 |
| barrows | 4 | 1 | farmyard | 7 | 1 | postman | 7 | 12 |
| Ben | 9 | 1 | fleecy | 7 | 1 | prances | 7 | 1 |
| bet | 9 | 1 | frisky | 3 | 2 | printer | 5 | 2 |
| bin | 6 | 3 | froze | 7 | 1 | proverb | 9 | 2 |
| birdies | 9 | 2 | gaily | 7 | 4 | puddles | 4 | 1 |
| bluebird | 6 | 6 | gingerbread | 9 | 21 | purr | 6 | 10 |
| Bobby | 8 | 11 | gobble | 9 | 4 | raindrops | 7 | 1 |
| bonfires | 3 | 6 | goody | 9 | 1 | Roy | 5 | 30 |
| boo | 4 | 5 | hasn't | 9 | 1 | saucy | 9 | 3 |
| Bo-Peep | 8 | 2 | haycock | 5 | 1 | scampers | 8 | 1 |
| bounces | 7 | 1 | he's | 9 | 5 | shan't | 5 | 1 |
| breezy | 5 | 1 | he'll | 5 | 10 | sheaves | 7 | 1 |
| broth | 5 | 2 | here's | 6 | 2 | she's | 6 | 2 |
| bunny | 4 | 10 | hilltop | 4 | 3 | sixpence | 6 | 1 |
| bunting | 7 | 1 | horse-shoe | 5 | 4 | skies | 3 | 1 |
| bushy | 7 | 4 | huff | 4 | 3 | slap | 9 | 1 |
| buttercup | 5 | 4 | isn't | 9 | 4 | smacked | 9 | 3 |
| cackle | 6 | 5 | Jay | 8 | 6 | snip | 5 | 4 |
| canary | 6 | 1 | leafless | 6 | 1 | snort | 7 | 1 |
| candlestick | 8 | 1 | leaves | 4 | 59 | snowflake | 6 | 4 |
| cattle | 8 | 1 | let's | 8 | 9 | spools | 7 | 1 |
| chap | 7 | 1 | lullaby | 6 | 10 | springtime | 9 | 3 |
| Charlie | 8 | 1 | loosens | 9 | 1 | sprites | 9 | 3 |
| clown | 7 | 7 | main | 8 | 1 | stacks | 8 | 1 |
| clumsy | 6 | 1 | milk-weed | 4 | 1 | stealthy | 3 | 1 |
| cobwebs | 6 | 3 | miner | 8 | 3 | store-keeper | 5 | 4 |
| comical | 4 | 1 | misty | 9 | 1 | sundown | 3 | 1 |
| coo | 8 | 13 | mite | 3 | 4 | sunflower | 5 | 2 |
| cooky | 7 | 1 | mold | 6 | 1 | teaspoonfull | 8 | 5 |
| cozy | 5 | 1 | molly | 8 | 1 | they're | 5 | 3 |
| cram | 9 | 1 | mossy | 7 | 1 | they'll | 8 | 6 |
| crib | 9 | 3 | mow | 7 | 1 | too-o-o-t | 5 | 1 |
| crook | 5 | 1 | Nat | 7 | 1 | truthful | 5 | 1 |
| cuddle | 7 | 2 | necklace | 9 | 22 | valentine | 9 | 3 |
| cupid's | 9 | 1 | Nellie | 3 | 1 | weaver | 9 | 3 |
| cyrly | 5 | 6 | nibble | 8 | 1 | we'd | 3 | 4 |

WORD LIST NO. 4.

WORDS IN THE THREE KANSAS PRIMARY READERS NOT IN
THORNDIKE'S WORD LIST

666

| Words. | Readers. | | | | Words. | Readers | | | |
|-------------------|----------|----|----|----|-----------------|---------|----|----|----|
| | Pr. | 1. | 2. | T. | | Pr. | 1. | 2. | T. |
| a-blowing | | | 3 | 3 | haystack | | | 2 | 2 |
| a-boating | | | 1 | 1 | Henny-Penny | | | 9 | |
| a-floating | | | 1 | 1 | hippety-hop | 3 | | 1 | 4 |
| a-sailing | | | 2 | 2 | hollyhock | | | 1 | 1 |
| Baby-Land | 5 | | | 5 | humpity-hump | 1 | | | 1 |
| Bloweth | | | 1 | 1 | humming-bird | | | 2 | 2 |
| biddy | | | 4 | 4 | humph | | | 1 | 1 |
| Billy-Goat-Gruff | 21 | | | 21 | hush-a-by | 4 | | 2 | 6 |
| Bobs | | | 13 | 13 | India-rubber | | | 1 | 1 |
| boo-hoo | 1 | | | 1 | jack-o'-lantern | 2 | | 3 | 5 |
| boo-woo | | | 2 | 2 | Jan | | | 14 | 14 |
| bowers | 1 | | | 1 | jaunty | | | 1 | 1 |
| bow-wow | 4 | | | 4 | Jennie | | | 1 | 1 |
| chick-a-dee | 1 | | | 1 | jumping-jack | | | 1 | 1 |
| chin-chopper | 3 | | | 3 | kitty-cat | | | 4 | 4 |
| chinney-chin-chin | | 3 | | 3 | klang | | | 3 | 3 |
| clack | | | 1 | 1 | kling | | | 1 | 1 |
| Clytie | | | 7 | 7 | lambkin | 22 | | 1 | 23 |
| Clytie's | | | 1 | 1 | leaflets | 2 | | 2 | 4 |
| cock-a-doodle-do | | | 8 | 8 | legions | | | 8 | 8 |
| Coralie | | | 9 | 9 | Lord-Mayor | 1 | | | 1 |
| counterpane | | | 2 | 2 | mister | | | 1 | 1 |
| cracky | | | 1 | 1 | moo | 6 | 20 | 6 | 32 |
| crawley | | | 2 | 2 | nearly | | | 2 | 2 |
| creepy | | | 11 | 11 | new-fallen | | | 1 | 1 |
| crocus | | | 2 | 2 | new-laid | | | 2 | 2 |
| crows | 5 | | 6 | 11 | Nokomis | 5 | | | 5 |
| cuddle | | | 1 | 1 | Northland | 7 | | | 7 |
| cutler's | | | 1 | 1 | ope | | | 1 | 1 |
| darlingest | | | 1 | 1 | ouch | | | 1 | 1 |
| Drumkin | 12 | | | 12 | Pattie | | | 10 | 10 |
| Ducky-Lucky | | | 8 | 8 | peek-a-boo | 1 | | 1 | 2 |
| elfman | 2 | | | 2 | pieman | 4 | | | 4 |
| freshening | | | 1 | 1 | pit-a-pat | 1 | | | 1 |
| Foxy-Loxy | | | 5 | 5 | pitter-patter | | | 5 | 5 |
| golden-rod | | | 11 | 11 | plumped | | | 1 | 1 |
| Golden-Locks | 2 | | 1 | 3 | posies | | | 1 | 1 |
| Good-children | | | 2 | 2 | Prue | | | 1 | 1 |
| goop | 15 | | | 15 | 'rah | | | 3 | 3 |
| Goosy-Loosy | | | 8 | 8 | rub-a-dub | | | 2 | 2 |
| granny | 9 | | | 9 | ruts | | | 1 | 1 |
| half-chick | | | 16 | 16 | sea-shell | | | 2 | 2 |
| Harriet | 1 | | | 1 | see-saw | 7 | | | 7 |

| | | | | | | | | | |
|--------------|---|---|----|----|-------------|---|---|----|----|
| shan't | . | . | 1. | 1. | twirly | . | . | 1. | 1. |
| she'd | | | 2 | 2 | umph | 8 | | | 8 |
| shoo | | 4 | | 4 | unbutton | | 1 | | 1 |
| Simple-Simon | | 5 | | 5 | unwashed | 1 | | | 1 |
| skipper | 1 | | | 1 | washerwoman | | | 3 | 3 |
| skipperty | | | 2 | 2 | whisky | | | 2 | 2 |
| sleepiness | | | 1 | 1 | whirly | | | 1 | 1 |
| squeal | | | 1 | 1 | whit-teer | 4 | | | 4 |
| squirm | | 1 | | 1 | Willie | | | 11 | 11 |
| teeny | | | 2 | 2 | woo-oo | 2 | | | 2 |
| testered | | | 1 | 1 | wow | | | 2 | 2 |
| twirl | | | 1 | 1 | zum-m-m-m | | | 2 | 2 |

WORD LIST NO. 5.

WORDS IN THE KANSAS PRIMER AND KANSAS FIRST READER
NOT FOUND IN HORN'S LIST OF WORDS COMMONLY USED BY
CHILDREN UP TO AND INCLUDING SIX YEARS OF AGE.

| Words | Times Used. | Words | Times Used. | Words | Times Used. |
|-------------|----------------|---------------|----------------|----------|----------------|
| above | 12 | Bo-peep | 2 | cock | 1 |
| acted | 2 | born | 1 | ooo | 13 |
| afterword | 2 | bough | 1 | cool | 1 |
| ago | 1 | bounces | 1 | counted | 1 |
| ahead | 1 | bowers | 2 | covered | 1 |
| Alice | 5 | bowl | 7 | crack | 3 |
| alive | 1 | bow-wow | 4 | creep | 2 |
| also | 4 | brave | 2 | creeping | 2 |
| among | 2 | bright | 2 | cried | 15 |
| Amy | 4 | bringing | 1 | crow | 5 |
| angry | 1 | brook | 3 | crying | 20 |
| answered | 6 | brownies | 7 | cuddle | 1 |
| asked | 16 | buds | 1 | curly | 3 |
| Baby Land | 5 | build | 7 | curled | 1 |
| baby's | 1 | bunny | 3 | cutler's | 3 |
| bare | 2 | burst | 1 | dainty | 1 |
| bark | 8 | bushes | 1 | daisies | 1 |
| banner | 1 | bushy | 1 | Dan | 5 |
| beautiful | 10 | buying | 1 | danced | 1 |
| became | 2 | buzz | 9 | dark | 4 |
| began | 7 | called | 3 | darling | 1 |
| between | 1 | candlestick | 1 | deal | 1 |
| Billy | 19 | cane | 1 | den | 6 |
| Billy-Goat- | | carries | 1 | desert | 1 |
| Gruff | 21 | carry | 2 | dew | 1 |
| Billy's | 1 | case | 2 | diamond | 1 |
| bin | 2 | chanced | 1 | Dick | 14 |
| birdies | 2 | chased | 1 | din | 1 |
| blast | 1 | cheek | 1 | disgrace | 1 |
| blazing | 1 | cheer | 4 | dizzy | 1 |
| bleat | 3 | chick-a-dee | 1 | doll's | 1 |
| blew | 2 | church | 4 | dolly's | 1 |
| Bob | 5 | chin-chopper | 3 | Don | 32 |
| Bobby | 11 | chinney-chin- | | dresses | 4 |
| boiling | 3 | chin | 3 | driving | 1 |
| bold | 1 | Christ | 1 | Drumkin | 12 |
| bonfires | 1 | city | 8 | dug | 1 |
| boo | 1 | clapping | 1 | earth | 4 |
| boo-hoo | 1 | climbing | 1 | eaten | 5 |
| clown | 7 | clover | 5 | elfman | 2 |

| | | | | | |
|--------------|-----|-----------------|----|--------------|----|
| Eskimos | 4 | held | 1 | loud | 1 |
| fierce | 2 | he'll | 10 | loved | 13 |
| filled | 2 | herd | 1 | luck | 2 |
| flight | 1 | hero | 2 | Lucy | 1 |
| flock | 1 | Hiawatha | 5 | lying | 3 |
| fluffy | 1 | hid | 1 | maiden | 1 |
| forward | 1 | higher | 2 | main | 1 |
| fought | 1 | himself | 1 | manger | 1 |
| four | 3 | hippity-hop | 3 | mantle | 1 |
| fox | 32 | hopped | 2 | Mary | 52 |
| foxes | 1 | hopping | 1 | Mary's | 1 |
| Frank | 21 | hour | 2 | master | 4 |
| Fred | 1 | huff | 3 | May's | 44 |
| frighten | 2 | humpity-hump | 1 | meadow | 4 |
| frost | 2 | hunt | 1 | meow | 6 |
| frowned | 1 | hurrah | 6 | merchant | 1 |
| fur | 4 | image | 1 | meery | 6 |
| galloping | 10 | indeed | 6 | met | 16 |
| game | 13 | instead | 2 | mew | 14 |
| gardener | 1 | Jack-o'-lantern | 2 | mice | 7 |
| gay | 2 | James | 2 | middle-sized | 6 |
| gentleman | 1 | Jay | 6 | mild | 1 |
| gently | 1 | Joe | 2 | miles | 1 |
| giant | 1 | John | 2 | mill | 4 |
| gifts | 2 | jolly | 4 | millions | 6 |
| gingerbread | 20 | judge | 3 | mill-stones | 7 |
| give | | jumped | 2 | mittens | 3 |
| giving | 1 | Kate | 9 | mold | 1 |
| goat | 36 | kindness | 1 | moo | 26 |
| Golden-Locks | 2 | king | 6 | moo-cow | 2 |
| good-morning | 1 | kissed | 1 | morrow | 2 |
| goody | 1 | kite | 11 | mother's | 3 |
| goop | 15 | lambkin | 22 | moved | 2 |
| granny | 8 | lambs | 13 | moving | 1 |
| granny's | 1 | land | 1 | Mrs. | 2 |
| grew | 4 | lantern | 1 | Muffet | 4 |
| grocer | 1 | large | 8 | named | 1 |
| growing | 2 | language | 8 | nap | 1 |
| growl | 2 | lark | 1 | Nat | 1 |
| guides | 1 | lash | 3 | Ned | 72 |
| ha | 18 | last | 3 | nibble | 1 |
| habit | 1 | laughed | 8 | nicely | 1 |
| hardly | 1 | laughing | 2 | nine | 4 |
| harm | 1 | leaflets | 2 | nipped | 1 |
| Harriet | 1 | leafy | 1 | nod | 1 |
| having | 5 | liked | 10 | Nokomis | 5 |
| hay-cock | 1 | lilies | 1 | nor | 1 |
| he | 221 | lily | 3 | north | 2 |
| head | 8 | Lincoln | 7 | Northland | 7 |
| heart | 4 | lived | 7 | O | 24 |
| heel | 1 | Lord-Mayor | 1 | oak | 1 |
| | | | | oddest | 1 |

| | | | | | |
|-------------|----|--------------|----|--------------|----|
| often | 3 | roots | 2 | saw | 1 |
| oh | 43 | rose-bush | 2 | sparks | 2 |
| oldest | 1 | Roy | 30 | speak | 2 |
| opened | 2 | Ruth | 80 | speaking | 1 |
| orchard | 1 | rye | 1 | speed | 1 |
| ouf | 2 | safe | 3 | splash | 2 |
| pancake | 43 | safely | 1 | splashed | 1 |
| pansy | 1 | safety | 2 | spot | 4 |
| patted | 2 | sat | 11 | springtome | 1 |
| pattering | 1 | suacy | 1 | spy | 13 |
| Patty | 16 | saved | 1 | squirm | 1 |
| peck | 1 | saving | 2 | squirrel's | 1 |
| peek | 4 | saying | 1 | stamped | 1 |
| peeping | 1 | scratch | 1 | stares | 4 |
| Phil | 1 | school-house | 1 | starry | 1 |
| picked | 2 | scratching | 1 | starts | 1 |
| pie-man | 4 | sea | 6 | stealthy | 1 |
| pit-a-pat | 1 | see-saw | 7 | stir | 1 |
| placed | 1 | sewing | 1 | stale | 1 |
| planted | 2 | shadows | 12 | stood | 5 |
| pleasantest | 1 | shady | 1 | strange | 3 |
| play | 69 | shake | 3 | stretches | 1 |
| plowing | 1 | shaking | 2 | stripes | 1 |
| pointing | 2 | sharp | 1 | strongest | 1 |
| polite | 1 | shining | 1 | sunbeams | 1 |
| Polly | 1 | shines | 1 | sunny | 1 |
| postman | 11 | shoo | 4 | sunrise | 2 |
| praise | 1 | shock | 2 | sweetest | 1 |
| pray | 1 | short | 1 | sweetly | 2 |
| prince | 8 | shout | 3 | swell | 1 |
| puff | 4 | showed | 1 | swinging | 1 |
| puffed | 3 | sickest | 1 | swept | 5 |
| pulse | 4 | sighing | 9 | tailoress | 1 |
| pure | 1 | sight | 2 | tall | 4 |
| purr | 10 | silly | 1 | tallest | 1 |
| quarrel | 1 | Simple-Simon | 5 | tan | 1 |
| queer | 4 | singing | 3 | taste | 1 |
| quickest | 1 | sixpence | 1 | tasted | 3 |
| quickly | 2 | skating | 1 | tasing | 3 |
| quit | 2 | skin | 1 | teach | 6 |
| rainbow | 1 | sleep | 20 | tease | 1 |
| raindrops | 1 | slept | 4 | teaspoonfull | 1 |
| reached | 1 | slightly | 1 | there's | 4 |
| redbird | 6 | slowly | 2 | they'll | 1 |
| regret | 1 | sly | 12 | thing | 10 |
| return | 1 | smallest | 1 | third | 5 |
| rise | 1 | smiled | 1 | Thursday | 1 |
| roared | 6 | snap | 1 | thus | 1 |
| rock-a-by | 10 | snapped | 1 | tickets | 2 |
| rocking | 1 | snip | 1 | tied | 1 |
| rolled | 21 | snow-bird | 10 | timid | 1 |
| rolls | 1 | snow-flakes | 1 | tin | 4 |
| sometimes | | snowing | 1 | 'tis | 1 |
| sorry | | softer | 1 | toil | 1 |

| | | | | | |
|-----------|----|------------|----|-----------|----|
| Tom | 7 | twinkle | 6 | wields | 1 |
| toss | 1 | umph | 8 | wig | 1 |
| tossed | 1 | unbhtton | 1 | wigwam | 1 |
| toward | 1 | unfold | 1 | windhill | 18 |
| trade | 7 | unwashed | 1 | windy | 1 |
| trading | 1 | vine | 4 | wing | 6 |
| traveller | 5 | visit | 14 | wins | 4 |
| tread | 1 | voice | 9 | wise | 2 |
| treat | 1 | waken | 4 | within | 1 |
| tree-tops | 1 | waking | 1 | without | 1 |
| trick | 2 | walnut | 1 | woke | 1 |
| tried | 4 | ware | 1 | won | 2 |
| trip | 3 | warmest | 1 | wonderful | 2 |
| tripping | 1 | Washington | 5 | wood | 1 |
| trip-trap | 6 | watched | 2 | woof | 8 |
| troll | 29 | weakest | 1 | wool | 6 |
| trotting | 1 | wealthy | 1 | woo-oo | 2 |
| trouble | 1 | weather | 1 | worked | 1 |
| true | 6 | weavers | 2 | working | 2 |
| try | 8 | weaves | 1 | worker | 1 |
| tum-tum | 1 | Wednesday | 1 | world | 44 |
| tumpa | 5 | wee | 4 | you'd | 1 |
| tum-too | 5 | west | 15 | you'll | 2 |
| turtle | 10 | wheat | 12 | young | 1 |
| tut | 2 | whit-teer | 4 | youngest | 1 |
| twig | 1 | widow | 1 | | |

WORD LIST NO. 6.

WORDS USED IN THE KANSAS PRIMER AND KANSAS FIRST READER BUT
NOT APPEARING IN THE WORD LISTS OF THESE BOOKS.

Words in simple form, not variants.

| | | | |
|---------|-----------|--------|---------|
| along | creep | nicely | thus |
| another | cross | north | toil |
| ask | dim | off | true |
| awake | does | open | try |
| between | doll | pan | twenty |
| bill | dun | people | umph |
| blast | dress | pure | wait |
| blow | feet | pussy | walnut |
| both | five | real | wise |
| brave | flower | return | wee |
| bring | fox | sage | which |
| brother | front | save | whole |
| bunny | frost | sea | within |
| buzz | funny | shoe | without |
| cake | gentleman | skin | young |
| candle | gone | snap | lantern |
| carry | goody | sow | last |
| climb | helper | swell | laugh |
| coo | image | taste | leaf |
| cool | main | than | loud |
| cover | matter | these | ear |
| | meow | thing | ouf |

Variations from the simple word

| | | | |
|----------|-----------|------------|----------|
| boiling | growing | reached | sunny |
| bounces | having | running | sunrise |
| broken | helped | safely | sweetest |
| built | higher | saved | tallest |
| bushes | himself | scratching | tasting |
| buying | holds | seen | tears |
| calling | hopped | sent | tossed |
| clapping | kissed | shaking | toward |
| curled | making | shining | trading |
| creeping | moved | showed | trips |
| danced | moving | sickest | trotted |
| dim | named | sighing | waking |
| does | oldest | sleeping | warmest |
| drawing | patted | slowly | watched |
| eating | peeking | smallest | weaves |
| fallen | ipked | softer | windy |
| faster | piggy | speaking | wishes |
| fatter | placed | splashed | worked |
| feeding | planted | starry | worker |
| follows | painting | started | yours |
| gardener | puffed | stockings | yours |
| getting | quickest | stopped | laughing |
| giving | really | stretches | leaflets |
| | raindrops | | |

Proper Names

| | | |
|------------------|--------------|--------------|
| Alice | Dan | John |
| Amy | James | May |
| Baby-Land | Farmer-Brown | Nat |
| Billy | Frank | Patty |
| Billy-Goat-Gruff | Fred | Phil |
| Bob | Golden-Locks | Polly |
| Bobby | Joe | Simple-Simon |
| | | Lucy |

Possessives.

| | | |
|----------|----------|------------|
| cutler's | doll's | mother's |
| dolly's | Grammy's | squirrel's |

Contractions

| | | |
|----------|---------|--------|
| couldn't | here's | 'tis |
| can't | isn't | we'll |
| didn't | I've | we're |
| doesn't | that's | won't |
| you'll | there's | you'd |
| | Billy's | Mary's |

Compound words

| | | |
|-------------------|--------------|-----------|
| black-birds | good-morning | tree-tops |
| chinney-chin-chin | peek-a-boo | tum-tum |
| tum-too | | |

APPENDIX.

BIBLIOGRAPHY.

1. Arnold, Sarah Louise. "Reading: How to Teach It". Silver Burdett, N.Y. 1899.
2. Anderson, Dr. Nicholas. "Determination of Spelling Vocabularies Upon Written Correspondence". Elementary School Jr. Oct. 21- '24 Page 151.
3. Bamberger, Florence E. "The Effect of Physical Make-up of a Book Upon Children's Selections". Johns Hopkins Uni. Studies in Edu. Johns Hopkins Univ. Baltimore, Md.
4. Brown, Ethel M. "A Mastery Vocabulary in Primary Reading". Bul. of Dept. Ele. Sch. Prin., Second Y.B., Vol.2, No.4, (July, 1923) Ch. V.
5. Bobbitt, Franklin, "Reading in the Elementary Schools of Indianapolis. Ele. Sch. Jr. XIX, Mch. and Apr. 1919.
6. Buswell, Guy Thomas. "Fundamental Reading Habits: a Study of Their Development". Supt. Edu. Mono., Dept. of Edu. , Univ. of Chicago, No.21-'22.
7. Colvin, S.S. "Readjustment of our Fundamental Schools" Sch. Record 31 : 493 - 510 - Sept. '22.
8. Dewey, John. "How We Think". Boston : D.C.Heath & Co. 1920.
9. Dewey, John. "The Psychology of Infant Language". Boston: D.C.Heath & Co. 1894.
10. Dearborn, Walter Fenne. "The Psychology of Reading: an Experimental Study of Reading Pauses and Movements of the Eye". Columbia Contributions to Philosophy and Psychology. Vol. 14, No. 1.
11. Ducker, Mabel Lucille. "The Present Status of the Teaching of Phonetics as Shown by an Analysis of Eighteen Reading Manuals". Unpublished Master's Thesis. Dept. of Edu. Univ. of Chicago. (In 24th. Y.B., N.E.A.)
12. Dunn, Fannie W., "Interest Factors in Primary Reading Material". Tea. Col. Columbia Univ. Contributions to Edu. No. 113 - 1921.
13. Field, Walter Taylor. "Fingerprints of Children's Reading". A.C.McClurg Co., Chicago. 1907.
14. Freeman, Frank N. "How Children Learn". Houghton Mifflin Co. Chicago, 1917.

15. Gates, Arthur I. "Problems in Beginner's Reading".
Tea. Col. Rec., Vol XXVI, No7, Mch. 1925.
16. Gerlach, Fred M. "Vocabulary Studies". Studies in Edu.
and Psychology. Colorado College, No.1. Pt.2. Colo. Springs,
Colorado. 1917.
17. Gray, Clarence Truman. "Deficiencies in Elementary
Reading: Their Diagnosis and Remedies".
D.C.Heath & CO. 1922.
18. Gray, William S. "Reading in the Elementary Schools of
Indianapolis".
Ele. Sch. Jr., Ch. III & IV. VERA XIX., Mch. and Apr. 1919.
19. Gray, William S. "Remedial Cases in Reading: Their Diag-
nosis and Treatment".
Sup. Mono., Dept. Edu. Univ. of Chicago, No. 22, 1907.
20. Gray, William S. "A Modern Program of Reading Instruct-
ion For the Grades and High School".
24th. Y.B., N.E.A., Ch. III.
21. Grant, Emma B. and White, Margaret L. "Reading Interests
Compared with the Content of School Readers".
Tea. Col. Rec., Feb. 1925.
22. Gregory, C.A. "Reading Vocabularies of Third Grade
Children". J.E.R., Feb. 1923.
23. Hall, G.Stanley. "Aspects of Child Life and Education".
Ginn & Co. Chicago. 1907.
24. Haggerty, Melvin E. "The Ability to Read: Its Measure-
ment and Some Facts Conditioning it".
Indiana Univ. Studies Vol.IV, Study No. 34. Jan.1917.
25. Housh , E.T. "Analysis of the Vocabularies of Ten Second
Readers".
17th. U.B., Nat'l. Soc. for the study of Edu. Pt.1, Ch. IV.
26. Horn, Ernest. "Appropriate Materials for Instruction in
Reading".
Ch. VII, Pt.1, N.S.S.E. 1925.
27. Huey, Edmond B. "The Psychology and Pedagogy of Reading".
MacMillan Co., Chicago. 1908.
28. Jenkins, Francis (Edited by Henry Suzzallo)
"Reading in the Primary Grades".
Houghton Mifflin Co. Chicago. 1915.
29. Jenkins, Francis. "Development of a Meaningful Vocab-
ulary and Independence in Word Recognition."
Twentieth-Fourth Yearbook Ch. IV. P.76.

30. Jones, Robinson G. "Standard Vocabularies".
Fourteenth Yearbook N.E.A.

31. Jones, W. Franklin. "Concrete Investigation of Materials
of English Spelling".
Univ. of South Dakota, Vermillion, S.D.

32. Jordan, Arthur M. "Children's Interests in Reading".
Tea. Col., Columbia Univ., Cont. to Edu., No. 107, 1921.

33. Judd, Charles H. "Reading: Its Nature and Development".
Sup. Edu. Mono., Dept. of Edu., Univ. of Chicago, Vol. II,
No. 4., 1918.

34. "Kindergarten Curriculum". Bul. 1919, No. 16. Dept. of
the Interior. Bureau of Edu.

35. "A Kindergarten-First-Grade-Curriculum".
Bul. 1922, No. 15. Dept. of the Interior. Bureau of Edu.

36. Kirkpatrick, Edwin A. "Fundamentals of Child Study"
McMillan Co. Chicago. 1910.

37. Klapper, Paul, "Teaching Children to Read".
D. Appleton & Co. N.Y. 1917.

38. Lang, Mary E. "Reading Manual for Teachers".
D.C. Heath, Boston, 1901.

39. Maxwell C.R. "The Selection of Textbooks".
Houghton Mifflin Co., Chicago. 1921.

40. Mackintosh, Helen K, "A study of Children's Interest in
Poetry". Ele. Eng. Rev., May. 1924.

41. McMurray, Charles A. "Special Methods in Reading in the
Grades". MacMillan Co. 1908.

42. McLeod, L.S. "The Influence of Increasing Difficulty of
Reading Material upon Rate, Error, and Comprehension in
Oral Reading". Ele. Sch. Jr., XVIII (March 1918).

43. Moore, Ernest C. "Reports of Minimum Essentials in Ele-
mentary Education. - MacMillan Co. Chicago. 1922.

44. Packer, J.L. "The Vocabularies of Ten First Readers".
Twentieth Yearbook. N.E.S.E., Pt. 2.

45. Parker, Samuel Chester. "How to Teach Beginning Reading".
Ele. Sch. Jr. Oct. 1921.

46. Parkhurst, Helen. "The Dalton Plan".
Dalton Association, 35 Cornwall Gardens, S.W. London.

47. Pressey, L.C. "Determination of the Technical Vocabulary
of School Subjects".
School and Society, XX (July 19, 1924)

48. Schmidt, W.A. "An Experiment in the Psychology of Reading"
Supp. Edu. Monograph, Univ. Chicago. Vol.I., No.2, 1917.
49. Selke, Erich and Selke, G.A. "A Study of Vocabularies of Beginning Books in Twelve Reading Methods"
Ele. Edu. June, 1922.
50. Starch, Daniel "The Contents of Readers".
20th. Y.B., N.S.S.E., Pt.II.
51. Stone, R.E. "Duplication of Reading Materials in Fifteen Second Grade Readers".
E,e. Sch. Jr. , XX, May 20, 1924.
52. Spaulding, Frank E. "Measuring Textbooks"
Newson and Co. N.Y.
53. Smith, William A. "The Reading Process"
Univ. Chicago, 1917.
54. Spencer, P.R. "Reading in the StCloud Public Schools".
Board of Edu., StCloud, Minn.
55. Tanner, Eliza."The Child: His Thinking, Feeling, and Doing".
Rand McNally, Chicago. 1904.
56. Taylor, Joseph S. "Principles and Methods of Teaching Reading"
Macmillan Co. Chicago. 1912.
57. Thorndike, Edward L."The Teacher's Word Book".
Tea. Col.,Columbia Univ., Pub. 1921.
58. Thorndike, Edward L. "Word Knowledge".
Tea. Col. Record., Sept. 21.
59. Thorndike, Edward L. "Psychology of Arithmetic"
Macmillan Co., Chicago. 1922.
60. B Third Yearbook, Department of Superintendence"
Dept. of Supt., of the N.E.A.1201, 16th. St. Washington,
D.C., Feb. 1925.
61. "Twenty-Fourth Yearbook of the National Society for the Study of Education"Pt. I. 1925.
Pub. Sch. Pub. Co.. Bloomington, Ill.
62. Todd, Emma J. and Powell,W.B. "How to Teach Reading"
Silver Burdett, N.Y. 1907

63. Tyler, John, Mason, "Growth and Education".
Houghton Mifflin Co., N.Y. 1907.

64. Uhl, Willis L. "Scientific Determination of the Content
of the Elementary School Course in Reading".
Univ. of Wis. Studies in the Soc. Sci. and Hist. No. 4. 1921.

65. Uhl, Willis L. "The Materials of Reading"
Silver Burdette, Chicago. 1924.

66. Uhl, Willis L. "Results of Investigations of Reading
Material"
Dept. of Supt. Third Y.B., Ch.V., Sec. V. 1925.

67. Vinal, William G. "First Grade Readers".
Nature Study Rev., XIV, Dec. 1918.

68. Vogel, Mabel and Jaycox, Emma. And Washburn C.W. "A
Basic List of Phonics for Grades One and Two".
Ele. Sch. Jr., Feb. 1923.

69. Wilson, H.B. "Minimum Essentials in Elementary Education".
Fourteenth Y.B., N.E.A.,

70. Washburn, C.W. "A Spelling Curriculum Based on Research".
Ele. Sch. Jr., June, 1923.